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ABSTRACT

Compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education, this bibliography is a supplement to five previous ERIC/CRESS bibliographies which cite materials available through "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Part 1 of the present bibliography contains 159 citations and abstracts which appeared in RIE from July 1974 through March 1975. Part 2 contains 93 journal article citations which appeared in the July 1974 through March 1975 issues of CIJE. Entries cover such topics as bilingual education, cultural background, English as a second language, program evaluation, Spanish Americans, Spanish speaking, and teacher education. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area. A list of standing order microfiche collections is also provided. Ordering information is included. (NQ)

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MEXICAN AMERICAN EDUCATION

A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

ERIC/CRESS Supplement No. 5

RC 008556

ERIC/CRESS

June 1975

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CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)
New Mexico State University
Las Cruces, New Mexico 88003

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PREVIOUS BIBLIOGRAPHIES:

Mexican American Education, A Selected Bibliography. (ED 031 352) June 1969

Mexican American Education, A Selected Bibliography. Supplement No. 1 (ED 048 961) August 1971

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 2 (ED 065 217) May 1972

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 3 (ED 082 881) October 1973

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 4 (ED 097 187) October 1974

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INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of Resources in Education, formerly Research in Education). It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from over seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education. The present bibliography is a supplement to five previous ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of Mexican American education throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the terms used were Mexican American, Spanish American, Spanish Speaking, and Spanish Culture. The output was then screened for relevancy to Mexican American education.

Sources of Material

Resources in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the July 1974 issue through the March 1975 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughtout the nation which may be used by the public. A list containing the locations of these standing orders may be found in Section IV of this publication.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the July 1974 issue and continuing through the March 1975 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not avialable from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of Mexican American education. The index terms, descriptors under which the citations were indexed in RIE and CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to:

ERIC/CRESS Acquisitions
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

PART I: CITATIONS FROM RESOURCES IN EDUCATION

p. 2 blank

ACCESSION NUMBER: ED087892

PUBLICATION DATE: 74

TITLE: HOW TO PAY FOR YOUR HEALTH CAREER EDUCATION: A GUIDE FOR MINORITY STUDENTS.

DESCRIPTOR: AMERICAN INDIANS; CAREER EDUCATION; *EDUCATIONAL FINANCE; *FINANCIAL SUPPORT; *HEALTH OCCUPATIONS EDUCATION; *MINORITY GROUPS; NEGROES; PROFESSIONAL OCCUPATIONS; SCHOLARSHIPS; SPANISH AMERICANS; *STUDENT LOAN PROGRAMS; STUDENTS

DESCRIPTIVE NOTE: 16P.

STATISTICS SHOWING THE LACK OF MINORITY WORKERS IN THE HEALTH OCCUPATIONS AND IN NATIONAL HEALTH SCHOOLS EMPHASIZE THE NEED FOR MORE MINORITY STUDENTS IN THIS FIELD. A BRIEF OVERVIEW OF WHAT TO EXPECT IN THE WAY OF COST OF CONTINUED EDUCATION IS FOLLOWED BY A DISCUSSION OF POSSIBILITIES FOR FINANCIAL ASSISTANCE. THE FINAL FIVE PAGES LIST PUBLIC AND PRIVATE SOURCES THAT CAN HELP THE MINORITY STUDENT PLAN AND FINANCE HIS EDUCATION IN THE HEALTH FIELD. (DS)

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ACCESSION NUMBER: ED088080

PUBLICATION DATE: MAR 74

TITLE: CHICANO LITERATURE: AN INTRODUCTION AND AN ANNOTATED BIBLIOGRAPHY.

PERSONAL AUTHOR: DWYER, CARLOTA CARDENAS DE

DESCRIPTOR: AMERICAN LITERATURE; *ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; *BOOKLISTS; LITERARY CRITICISM; *MEXICAN AMERICANS; NOVELS; POETRY; SHORT STORIES; *SPANISH AMERICAN LITERATURE

IDENTIFIER: *CHICANO STUDIES

DESCRIPTIVE NOTE: 23P.; PREPARED AT THE DEPARTMENTS OF ENGLISH AND MEXICAN-AMERICAN STUDIES, UNIVERSITY OF TEXAS, AUSTIN

PRECEDING THIS ANNOTATED BIBLIOGRAPHY OF CHICANO LITERATURE IS A SECTION DISCUSSING THE DERIVATION OF THE WORD "CHICANO," AN EXPLANATION OF THE LANGUAGE OF CHICANO LITERATURE, CHICANO PUBLISHERS AND INTENDED AUDIENCE, AND THE SUBJECTS AND STYLES OF CHICANO LITERATURE. THE BIBLIOGRAPHY IS DIVIDED ACCORDING TO NOVELS, SHORT STORY COLLECTIONS, POETRY, CHICANO ANTHOLOGIES, MULTI-ETHNIC ANTHOLOGIES, LITERARY CRITICISM, AND BIBLIOGRAPHIES. EACH ANNOTATION LISTS READING LEVEL AND WHAT KNOWLEDGE OF SPANISH IS REQUIRED. (HOD)

ACCESSION NUMBER: ED088103

PUBLICATION DATE: NOV 73

TITLE: SPANISH-SPEAKING CHILDREN IN AMERICAN SCHOOLS: THE STORY OF AN EDUCATIONAL CRIME.

PERSONAL AUTHOR: WALSH, DONALD D.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; ELEMENTARY EDUCATION; *ENGLISH (SECOND LANGUAGE); *LANGUAGE DEVELOPMENT; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (63RD, PHILADELPHIA, NOVEMBER 22-24, 1973)

WHILE THE NATIVE SPEAKER OF ENGLISH ALREADY HAS A WORKING COMMAND OF THE SOUND SYSTEM AND THE STRUCTURE OF THE ENGLISH LANGUAGE WHEN HE ENTERS SCHOOL, THE NATIVE SPEAKER OF AMERICAN SPANISH ENTERS SCHOOL WITH A QUITE DIFFERENT SOUND SYSTEM AND STRUCTURAL SYSTEM. A GOOD EDUCATIONAL PROGRAM FOR THESE STUDENTS SHOULD HAVE AS ITS GOAL TO EVENTUALLY MAKE THEM BILINGUAL. UPON ENTERING SCHOOL, THE CHILD SHOULD BE TAUGHT THROUGH THE MEDIUM OF HIS OWN LANGUAGE AND SHOULD HAVE A SPECIAL INTENSIVE ENGLISH (AS A SECOND LANGUAGE) COURSE AS WELL AS A SPECIAL COURSE IN SPANISH FOR NATIVE SPEAKERS OF SPANISH. WHEN THE STUDENT'S COMMAND OF ENGLISH REACHES THE POINT WHERE HE CAN STUDY OTHER COURSES IN ENGLISH, THE SHIFT CAN BEGIN, USUALLY WITH MATH AND SCIENCE, BUT THE SEQUENCE OF COURSES IN SPANISH FOR NATIVE SPEAKERS SHOULD CONTINUE THROUGHOUT THE SCHOOL YEARS. AND IN A TRULY BILINGUAL SETTING, THE ENGLISH-SPEAKING CHILD SHOULD STUDY ORAL SPANISH AND LATER STUDY MATH OR SCIENCE USING SPANISH AS THE MEDIUM OF INSTRUCTION. TEACHERS SHOULD BE KNOWLEDGEABLE IN EACH LANGUAGE AND SHOULD BE FAMILIAR WITH THE CONTRASTS IN SOUND AND STRUCTURE BETWEEN SPANISH AND ENGLISH. (HOD)

ACCESSION NUMBER: ED088246

PUBLICATION DATE: 73

TITLE: LATINO MENTAL HEALTH: A REVIEW OF LITERATURE.

PERSONAL AUTHOR: PADILLA, AMADO M.; RUIZ, RENE A.

DESCRIPTOR: *DISADVANTAGED YOUTH; ETHNIC GROUPS; *EXCEPTIONAL CHILD RESEARCH; LITERATURE REVIEWS; *MENTAL HEALTH; MINORITY GROUPS; *RESEARCH REVIEWS (PUBLICATIONS); *SPANISH AMERICANS

DESCRIPTIVE NOTE: 195P.

REVIEWED FROM AN INTERDISCIPLINARY VIEWPOINT IS THE AVAILABLE LITERATURE ON THE MENTAL HEALTH OF SPANISH SPEAKING, SPANISH SURNAMMED (SSSS) INDIVIDUALS AND COMMUNITIES IN THE UNITED STATES. IT IS REPORTED THAT OVER 9 MILLION U.S. RESIDENTS ARE OF SPANISH ORIGIN, THAT THE SSSS ARE USUALLY ON THE LOWEST RUNG OF THE SOCIOECONOMIC LADDER, THAT THE SSSS REPRESENT A HETEROGENEOUS POPULATION (MEXICAN AND PUERTO RICAN SUBGROUPS HAVE IMPORTANT DIFFERENCES), AND THAT DIFFERENCES IN DURATION OF RESIDENCE IN THE U.S. RESULT IN IMPORTANT DIFFERENCES WITHIN SUBGROUPS. DESCRIBED IS THE DELIVERY OF MENTAL HEALTH SERVICES TO THE SSSS, AND IDENTIFIED ARE NORMATIVE COPING BEHAVIORS CHARACTERISTIC OF THE SSSS. ALSO DISCUSSED ARE TEST ASSESSMENT OF PERSONALITY AND INTELLECTUAL FACTORS AND THE ACADEMIC PERFORMANCE OF SSSS SCHOOL CHILDREN. OTHER TOPICS CONSIDERED INCLUDE THE EFFECTS OF PREJUDICE AND DISCRIMINATION, COOPERATIVE AND COMPETITIVE BEHAVIORS, AND THE SOCIAL AND PSYCHOLOGICAL IMPLICATIONS OF BILINGUALISM. AMONG CONCLUSIONS OF THE ANALYTIC REVIEW IS THE PAUCITY OF RESEARCH ON THE MENTAL HEALTH OF THE SSSS, THE NEED FOR LONGITUDINAL AND MULTIDISCIPLINARY RESEARCH METHODS, THE NEED FOR PROGRAMS EMPHASIZING PREVENTION AND REHABILITATION, AND THE NEED FOR RESEARCH WHICH CONTROLS SIGNIFICANT VARIABLES SUCH AS SOCIOECONOMIC STATUS. (DB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (STOCK # 1724-00317,$1.95)

ACCESSION NUMBER: ED098279

PUBLICATION DATE: NOV 72

TITLE: AFRICAN EXPRESSIONS IN HISPANO-AMERICAN LITERATURE.

PERSONAL AUTHOR: COLEMAN, BEN C.

DESCRIPTOR: *AFRICAN CULTURE; AFRICAN HISTORY; *AFRICAN LANGUAGES; *CROSS CULTURAL STUDIES; CULTURAL EDUCATION; LITERATURE; NEGRO ACHIEVEMENT; *NEGRO CULTURE; NEGRO LITERATURE; SOCIOCULTURAL PATTERNS; *SPANISH AMERICAN LITERATURE; SPANISH SPEAKING

IDENTIFIER: *CARIBBEAN

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE JOINT CONFERENCE OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES AND THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (ATLANTA, GEORGIA, NOVEMBER 22-26, 1972)

THIS REVISED VERSION OF A LECTURE ON THE RELATIONSHIP OF AFRICAN LANGUAGE AND HISPANO-AMERICAN LITERATURE ILLUSTRATES THE HISTORICAL INFLUENCE OF THE AFRICAN SLAVE ON REPRESENTATIVE LITERATURE AND MODERN CULTURE OF THE CARIBBEAN ISLANDS. INTRODUCTORY REMARKS FOCUS ON THE MIGRATORY PATTERNS OF THE AFRICAN SLAVES. THE CONCEPT OF NEGRITUDE IS THEN EXAMINED IN SELECTED LITERARY WORKS BY BLACK AND HISPANIC AUTHORS. FINALLY, THE AUTHOR DISCUSSES OTHER LINGUISTIC AND SOCIOCULTURAL CONTRIBUTIONS OF EARLY AFRICAN WRITERS TO HISPANIC CULTURE. (RL)

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ACCESSION NUMBER: ED088619

PUBLICATION DATE: APR 74

TITLE: A METHODOLOGICAL APPROACH TO THE STUDY OF EVALUATIVE REACTIONS OF ADOLESCENTS TOWARD SPEAKERS OF DIFFERENT LANGUAGE VARIETIES.

PERSONAL AUTHOR: RYAN, ELLEN BOUCHARD; CARRANZA, MIGUEL A.

DESCRIPTOR: ADOLESCENTS; *AMERICAN ENGLISH; ANGLO AMERICANS; *AUDITORY PERCEPTION; BILINGUALISM; CULTURAL BACKGROUND; ENGLISH (SECOND LANGUAGE); MEXICAN AMERICANS; ORAL EXPRESSION; *PHONEMICS; PRONUNCIATION; *ROLE PERCEPTION; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION, DALLAS, TEX., MARCH 1974

SUMMARIZING RECENT RESEARCH ON EVALUATIVE REACTIONS TOWARD MEXICAN AMERICAN SPEECH VARIETIES, THE PAPER OBTAINED CONTRASTING EVALUATIVE REACTIONS FOR STANDARD ENGLISH VERSUS STANDARD SPANISH, FOR STANDARD ENGLISH VERSUS HIGHLY ACCENTED ENGLISH, AND FOR VARYING DEGREES OF ACCENTED ENGLISH. ANGLO AND MEXICAN AMERICAN ADOLESCENTS FROM A CHICAGO HIGH SCHOOL RATED THE PERSONALITIES OF 16 SPEAKERS REPRESENTING 4 "CONTEXT X LANGUAGE" CATEGORIES: ENGLISH-HOME, SPANISH-HOME, ENGLISH-SCHOOL, AND SPANISH-SCHOOL. FOR BOTH GROUPS, THERE WAS A DEFINITE PREFERENCE FOR ENGLISH IN SCHOOL, AND SLIGHT PREFERENCE FOR SPANISH IN THE HOME. THE IMPORTANT EFFECT OF THE CONTEXTUAL DOMAIN ON EVALUATIVE REACTIONS TOWARD ENGLISH AND SPANISH SPEAKERS SUGGESTED THAT THE SUBJECT TAKES INTO ACCOUNT THE APPROPRIATENESS OF THE SPEAKER'S BEHAVIOR AS WELL AS HIS ETHNICITY. IN ELICITING REACTIONS TOWARD STANDARD AND ACCENTED ENGLISH, STANDARD SPEAKERS RECEIVED MORE FAVORABLE REACTIONS IN EVERY CASE. THE RELATIONSHIP BETWEEN THE AMOUNT OF ACCENTEDNESS HEARD AND THE ATTRIBUTED CHARACTERISTICS OF THE SPEAKER WAS ALSO INVESTIGATED. HIGH CORRELATIONS BETWEEN ACCENTEDNESS RATING AND EACH OF THE OTHER RATINGS INDICATED THAT SMALL INCREMENTS IN ACCENTEDNESS ARE ASSOCIATED WITH GRADUALLY LESS FAVORABLE IMPRESSIONS OF THE SPEAKER. OVERALL, THE INVESTIGATIONS ESTABLISHED THE EFFECTS OF CONTEXT AND DEGREE OF ACCENT, INDICATING THAT GROUP MEMBERSHIP IS ONLY ONE FACTOR UNDERLYING THE REACTIONS. IT WAS ALSO NOTED THAT, SINCE THE STUDIES WERE CONDUCTED SOLELY IN THE CHICAGO AREA, THEY REVEALED ONLY ONE DIMENSION OF THE MEXICAN AMERICAN ADOLESCENT EXPERIENCE. (KM)

ACCESSION NUMBER: ED088626

PUBLICATION DATE: APR 73

TITLE: DEMOGRAPHIC AND SYMPTOM CHARACTERISTICS OF LOWER SOCIOECONOMIC PATIENTS FROM A BARRIO NEIGHBORHOOD MENTAL HEALTH SERVICE.

PERSONAL AUTHOR: HEIMAN, ELLIOTT M.; KAHN, MARVIN W.

DESCRIPTOR: COMMUNITY SURVEYS; *DEMOGRAPHY; ECONOMICALLY DISADVANTAGED; EMOTIONAL PROBLEMS; FAMILY PROBLEMS; FEMALES; *INDIVIDUAL CHARACTERISTICS; MEDICAL SERVICES; *MENTAL HEALTH PROGRAMS; *MEXICAN AMERICANS; NEIGHBORHOOD CENTERS; *PATIENTS (PERSONS); PERSONALITY PROBLEMS; PHYSICAL CHARACTERISTICS; PROGRAM EFFECTIVENESS; YOUNG ADULTS

DESCRIPTIVE NOTE: 18P.; EXPANDED VERSION OF A PAPER READ AT THE WESTERN PSYCHOLOGICAL ASSOCIATION MEETING, ANAHEIM, CALIF., APRIL 1973

THE POPULATION SURVEYED CONSISTED OF ALL CASES REFERRED TO THE SOCIAL SERVICE-MENTAL HEALTH SECTION OF THE EL RIO SANTA CRUZ NEIGHBORHOOD HEALTH CENTER (NHC) FROM JUNE TO OCTOBER 1971. THE NHC PROVIDES COMPREHENSIVE MENTAL HEALTH SERVICES TO THE PREDOMINANTLY MEXICAN AMERICAN MODEL CITIES AREA OF TUCSON, ARIZONA. THE PRINCIPAL CONTACT PERSON AT NHC--SOCIAL WORKER, PSYCHOLOGIST OR PSYCHIATRIST--FILLED OUT AN INFORMATION SCHEDULE ON EACH PATIENT. THIS SCHEDULE INCLUDED DEMOGRAPHIC INFORMATION, SOCIAL HISTORY, AND THE PRESENCE AND INTENSITY OF CERTAIN SYMPTOMS AND PROBLEM BEHAVIORS. THE FINDINGS SUGGESTED THAT THIS NHC SERVICE WAS ABLE TO REACH A HIGH RISK MEXICAN AMERICAN POPULATION FREQUENTLY MISSED BY MENTAL HEALTH PROGRAMS, CONTRARY TO THE FINDINGS OF OTHER STUDIES. THE PATIENTS SEEN WERE PREDOMINANTLY POOR, YOUNG ADULT MEXICAN AMERICAN WOMEN WITH MARITAL PROBLEMS, SOMATIC COMPLAINTS, AND SYMPTOMS OF DEPRESSIONS. (KM)

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ACCESSION NUMBER: ED088627

PUBLICATION DATE: APR 74

TITLE: CULTURAL DIFFERENCES IN THE ATTRIBUTIONS AND INTENTIONS OF ANGLOS AND CHICANOS IN AN ELEMENTARY SCHOOL.

PERSONAL AUTHOR: STEWART, IDA SANTOS

DESCRIPTOR: *ANGLO AMERICANS; ATTITUDES; BEHAVIOR; COMPARATIVE ANALYSIS; *CULTURAL DIFFERENCES; ELEMENTARY EDUCATION; *MEXICAN AMERICANS; PARENT ATTITUDES; SOCIAL ATTITUDES; SPANISH SPEAKING; *STUDENT TEACHER RELATIONSHIP; TABLES (DATA); *VALUES

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 28P.; PAPER PRESENTED AT 1974 AERA MEETING (CHICAGO, ILLINOIS, APRIL 1974)

THE STUDY TRIED TO IDENTIFY ASSUMPTIONS AND INTENTIONS THAT ANGLO TEACHERS, CHILDREN, AND PARENTS, AND CHICANO CHILDREN AND PARENTS HOLD OF EACH OTHER, THEIR PERCEPTIONS OF EACH OTHER, THE EXTENT TO WHICH THESE PERCEPTIONS ARE REALISTIC, AND THE IMPLICATIONS OF CULTURAL DIFFERENCES AND SIMILARITIES IN THE EDUCATION OF CHICANOS. THE SAMPLE USED FOR THE ELICITATION OF CRITICAL INCIDENTS IN PHASE I CONSISTED OF 24 CHICANO PARENTS, 31 CHICANO CHILDREN, AND 14 ANGLO TEACHERS. THE RETEST SAMPLE IN PHASE II (ATTRIBUTION AND INTENTION) CONSISTED OF THE ORIGINAL 24 CHICANO PARENTS, ADDED 13 ANGLO PARENTS AND 20 ANGLO CHILDREN. THE FINAL SAMPLE WAS COMPOSED OF 12 ANGLO TEACHERS, 10 CHICANO PARENTS, 10 CHICANO CHILDREN, 10 ANGLO PARENTS, AND 10 ANGLO CHILDREN. SEVEN RESULTS WERE DRAWN FROM THIS STUDY, SUCH AS (1) ANGLO AND CHICANOS WERE MORE SIMILAR IN THEIR USE OF ATTRIBUTES THAN THEY WERE SIMILAR IN THEIR USE OF INTENTIONS; AND (2) THERE WERE NO CLEAR, UNCOMPLICATED DIFFERENCES BETWEEN HOW ANGLOS AND CHICANOS DEAL WITH CHILDREN IN A CLASSROOM CONTEXT. ON THE BASIS OF THE STUDY RESULTS, 6 ASSERTATIONS AND IMPLICATIONS FOR THE EDUCATION OF CHICANO CHILDREN ARE MADE--E.G., IN DEVELOPING EDUCATIONAL PROGRAMS FOR CHICANO CHILDREN, EDUCATORS CANNOT SEEK SIMPLISTIC SOLUTIONS, SUCH AS BILINGUAL PROGRAMS. (FF)

ACCESSION NUMBER: ED089630

PUBLICATION DATE: DEC 72

TITLE: BIBLIOGRAFIA DE MATERIALES TOCANTE AL CHICANO: A BIBLIOGRAPHY OF MATERIALS RELATING TO THE CHICANO IN THE LIBRARY, CALIFORNIA STATE UNIVERSITY. SECOND EDITION, DECEMBER 1972.

PERSONAL AUTHOR: LOVENTHAL, MILTON, COMP.; AND OTHERS

DESCRIPTOR: AGRICULTURAL LABORERS; AMERICAN INDIANS; *BIBLIOGRAPHIES; BILINGUAL EDUCATION; BOOKLISTS; CULTURAL BACKGROUND; CULTURAL ENRICHMENT; *EDUCATION; FILMS; *FINE ARTS; FOREIGN RELATIONS; HUMANITIES; LAWS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MEXICANS; MIGRANTS; POLITICS; SOCIAL VALUES

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 230P.

APPROXIMATELY 2,295 BOOKS AND ARTICLES PUBLISHED BETWEEN 1945 AND 1970 ARE LISTED IN THIS BIBLIOGRAPHY FOR STUDENTS IN THE FIELD OF MEXICAN AMERICAN STUDIES. EMPHASIS IS ON AGRICULTURAL LABORERS, BILINGUALISM, INDIANS OF MEXICO, MEXICO, CULTURAL BACKGROUND, HISTORY, POLITICS, AND EDUCATION. THE BIBLIOGRAPHY HAS COMPLETE TITLE AND AUTHOR INDEXES. IT IS ARRANGED BY SUBJECT HEADINGS, WHICH ARE ALPHABETICAL. WITHIN THESE HEADINGS, SPECIFIC ITEMS ARE ALSO LISTED ALPHABETICALLY. ITEMS MAY BE LISTED MORE THAN ONCE. FILMS RELEVANT TO THE STUDY OF CHICANO AFFAIRS ARE GIVEN IN A SUPPLEMENT. (FF)

ACCESSION NUMBER: ED088637

PUBLICATION DATE: 74

TITLE: TRADITION IN THE BARRIO. LEVEL SEVEN.

PERSONAL AUTHOR: FLORES, ELVIRA

DESCRIPTOR: *CULTURAL BACKGROUND; CULTURAL ENVIRONMENT; CULTURAL IMAGES; *FAMILY (SOCIOLOGICAL UNIT); *FAMILY ROLE; GRANDPARENTS; *MEXICAN AMERICANS; MORAL VALUES; *NEIGHBORHOOD; PARENT ROLE; RELIGIOUS FACTORS; SIBLINGS; SOCIOCULTURAL PATTERNS; SPANISH CULTURE; SPANISH SPEAKING

DESCRIPTIVE NOTE: 96P.

THE STORIES IN THIS BOOK TELL ABOUT THE LIFE OF MORE TRADITIONAL MEXICAN AMERICANS IN "BARRIOS" (NEIGHBORHOODS). THEIR CUSTOMS ARE A MIXTURE OF SPANISH, INDIAN, AND CATHOLIC INFLUENCES. PART I, "TRADITION IN THE BARRIO", DEALS PRIMARILY WITH CULTURAL AND FAMILY RELATIONSHIPS. IT COVERS THE LARGE MEXICAN FAMILY, THE MALE ROLES OF FATHER, ELDEST SON, AND BROTHER; THE ROLE OF A YOUNG LADY; THE STATUS OF GRANDPARENTS AND GODPARENTS; AND GENERAL CULTURAL MORES, SUCH AS GREETINGS. PART II, "THOUGHTS FROM THE BARRIO", EXPLAINS THE DEEP RESPECT AND PRIDE INHERENT IN "LA CULTURA MEXICANA". INTENDED FOR 7TH GRADE STUDENTS, THE BOOK ALSO GIVES DISCUSSION QUESTIONS FOR EACH TOPIC IN PART I. (KM)

AVAILABILITY: AARDVARK MEDIA INC., 1200 MT. DIABLO BLVD., WALNUT CREEK, CA. 94596 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED088638

PUBLICATION DATE: JUN 73

TITLE: THE PROGRAM OF SPECIAL DIRECTED STUDIES: A FIVE YEAR SUMMARY.

PERSONAL AUTHOR: MORNELL, EUGENE S.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC STANDARDS; AMERICAN INDIANS; ANGLO AMERICANS; COGNITIVE MEASUREMENT; *COLLEGE ADMISSION; COLLEGE STUDENTS; *COMPENSATORY EDUCATION; *DISADVANTAGED YOUTH; *MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; NON ENGLISH SPEAKING; PROGRAM EFFECTIVENESS; PROGRAM EVALUATION

IDENTIFIER: CALIFORNIA; *CLAREMENT COLLEGES

DESCRIPTIVE NOTE: 17P.

THE REPORT DESCRIBED ONE RELATIVELY SMALL BUT EXTENSIVELY RESEARCHED SPECIAL ADMISSION AND COMPENSATORY EDUCATION PROGRAM AT THE CLAREMONT COLLEGES, CALIFORNIA. THE PROGRAM OF SPECIAL DIRECTED STUDIES FOR TRANSITION TO COLLEGE (PSDS) WAS ADMINISTERED BY THE CLAREMONT UNIVERSITY CENTER. PSDS WAS A 5-YEAR EXPERIMENTAL PROJECT PRIMARILY FUNDED BY THE ROCKEFELLER FOUNDATION. IT RECRUITED, SELECTED, AND PROVIDED A PROGRAM FOR STUDENTS WHOSE HIGH SCHOOL ACHIEVEMENT WAS INADEQUATE TO SECURE REGULAR ADMISSION TO THE COLLEGES. THE PROGRAM WAS PRIMARILY DEVELOPED FOR MEXICAN AMERICAN STUDENTS, ALTHOUGH BLACK, ASIAN AMERICAN, AMERICAN INDIAN, AND ANGLO STUDENTS WERE INCLUDED. THESE STUDENTS ALL REFLECTED CHARACTERISTICS OF "DISADVANTAGE" AND "RISK". PSDS PROVIDED SELECTED STUDENTS WITH SOME $3,800 PER YEAR IN FINANCIAL ASSISTANCE, A SPECIAL EDUCATION PROGRAM, AND UP TO 2 YEARS TO QUALIFY FOR REGULAR COLLEGE ADMISSION. IN ALL, 158 STUDENTS (61.4% SPANISH SURNAMED) ENTERED THE CLAREMONT COLLEGES THROUGH PSDS. OF THESE, 95 MATRICULATED. THE FINDINGS TENTATIVELY SUGGESTED THAT CAREFULLY DEFINED SPECIAL ADMISSION PROCEDURES WILL MINIMIZE FAILURE, ALTHOUGH THE ISSUE OF COMPENSATORY EDUCATION EFFECTIVENESS REMAINS BASICALLY UNEXPLORED. THE FINDINGS ALSO SUGGESTED THAT THE TRADITIONAL COGNITIVE MEASURES USED TO PREDICT ACADEMIC SUCCESS FOR ALL STUDENTS ARE VALID ONLY FOR THE STUDENT WITH TRADITIONAL CREDENTIALS. LACKING EVIDENCE TO THE CONTRARY, THE SUCCESS OF THE PROGRAM AT THIS TIME MAY BE ATTRIBUTED TO SELECTION ALONE. (KM)

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ACCESSION NUMBER: ED088655

40

PUBLICATION DATE: APR 74

TITLE: EFFECTS OF ETHNICITY AND SOCIOECONOMIC STATUS ON LEARNING ACHIEVEMENT OF NINTH- AND ELEVENTH-GRADE STUDENTS.

PERSONAL AUTHOR: GUYNN, KENNETH PAUL

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; *COMPARATIVE ANALYSIS; CURRICULUM DEVELOPMENT; ETHNIC RELATIONS; GRADE 9; GRADE 11; *MEXICAN AMERICANS; SCHOOL HOLDING POWER; SELF CONCEPT; SMALL SCHOOLS; *SOCIOECONOMIC STATUS

DESCRIPTIVE NOTE: 56P.; EDUCATION SPECIALIST THESIS, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NM

THE STUDY ATTEMPTED TO DETERMINE WHETHER ANY SIGNIFICANT DIFFERENCES OF EDUCATIONAL ACHIEVEMENT, AS MEASURED BY A STANDARD TEST OF ACADEMIC PERFORMANCE, EXISTED BETWEEN GROUPS AND SUBGROUPS WITHIN 2 HIGH SCHOOL LEVELS OF VARIED ETHNICITY AND SOCIOECONOMIC STATUS. THE STUDY WAS CONDUCTED AT HOT SPRINGS HIGH SCHOOL, TRUTH OR CONSEQUENCES (NEW MEXICO). ALL 9TH AND 11TH GRADE STUDENTS ENROLLED FOR 1970-71 WERE INVOLVED. STUDENTS WITH SPANISH SURNAMES WERE CLASSIFIED AS MEXICAN AMERICANS; ALL OTHERS AS ANGLOS. THREE HYPOTHESES CONCERNING THE EFFECTS OF ETHNICITY, SOCIOECONOMIC STATUS, AND INTERACTION BETWEEN ETHNICITY AND SOCIOECONOMIC STATUS WERE FORMULATED AND TESTED BY ANALYSIS OF VARIANCE. THE ONLY SIGNIFICANT DIFFERENCE FOUND WAS THAT FOR ETHNICITY AT THE 11TH GRADE LEVEL. LACK OF SIGNIFICANT DIFFERENCE FOR SOCIOECONOMIC STATUS WAS ATTRIBUTED TO THE COHESIVENESS OF THE SAMPLE GRADES, SMALLNESS OF THE COUNTY POPULATION, AND ABSENCE OF RACIAL OR SOCIAL BARRIERS IN THE COMMUNITY SETTING. RECOMMENDATIONS INCLUDED REPLICATION WITH EXPANSION TO COVER ONE OR MORE SCHOOL DISTRICTS, INCLUDING BOTH URBAN AND RURAL AREAS; ASSESSMENT OF EDUCATIONAL GOALS AND PROCEDURES AND IMMEDIATE REVISION OF CURRICULA TO MOTIVATE AND RETAIN THE LOW SOCIOECONOMIC STUDENT, ESPECIALLY THE MEXICAN AMERICAN; AND EFFORTS TO IDENTIFY AND MODIFY, IF PRACTICABLE, SUCH SOCIOECONOMIC FACTORS AS SELF-CONCEPT. (AUTHOR/KM)

ACCESSION NUMBER: ED088769

PUBLICATION DATE: 5 APR 72

TITLE: THE EFFECTS OF EXPERIMENTAL GOVERNMENT UNITS ON STUDENTS' FEELINGS OF POLITICAL EFFICACY, POLITICAL CYNICISM AND POLITICAL KNOWLEDGE: A TRI-ETHNIC STUDY.

PERSONAL AUTHOR: BUTTON, CHRISTINE

DESCRIPTOR: *AMERICAN GOVERNMENT (COURSE); *CHANGING ATTITUDES; CLASSROOM RESEARCH; COURSE CONTENT; DATA ANALYSIS; EDUCATIONAL RESEARCH; *ETHNIC GROUPS; MEXICAN AMERICANS; NEGROES; POLITICAL ATTITUDES; *POLITICAL SCIENCE; *POLITICAL SOCIALIZATION; QUESTIONNAIRES; SECONDARY EDUCATION; SECONDARY SCHOOL STUDENTS

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, APRIL 5, 1972)

THE PURPOSE OF THIS STUDY IS TO DETERMINE THE EXTENT TO WHICH SELECTED EXPERIMENTAL CURRICULUM UNITS EMPHASIZING AVENUES OF POLITICAL INVOLVEMENT, CREATIVE CONFLICT, AND CHANGE MIGHT INFLUENCE THE ACQUISITION OF POLITICAL KNOWLEDGE AND DEVELOPMENT OF FEELINGS OF POLITICAL EFFICACY AND CYNICISM AMONG ANGLO, BLACK AND MEXICAN-AMERICAN TWELFTH-GRADERS. THE SUBJECTS OF THE TEST WERE 252 TEXAS HIGH SCHOOL STUDENTS. FOUR GOVERNMENT CLASSES WERE SELECTED AT EACH SCHOOL, TWO EXPERIMENTAL AND TWO CONTRAST GROUPS. THE EXPERIMENTAL TREATMENT RELIED ON FOUR CURRICULUM UNITS IN GOVERNMENT DEVELOPED FOR THIS STUDY. A POLITICAL ATTITUDE AND KNOWLEDGE QUESTIONNAIRE WAS ADMINISTERED TO ALL SUBJECTS BEFORE AND AFTER EXPERIMENTAL TREATMENT. ITEMS CONSTITUTING THE CRITERION MEASURES OF POLITICAL CYNICISM, POLITICAL EFFICACY, AND POLITICAL KNOWLEDGE WERE IMBEDDED IN THE QUESTIONNAIRE. RESULTS SUPPORT CRITICS OF THE TRADITIONAL APPROACH TO POLITICAL EDUCATION WHO ADVOCATE EMPHASIS UPON POLITICAL BEHAVIOR, PROCESSES AND CONFLICT, RATHER THAN THE USUAL EMPHASIS UPON GOVERNMENT STRUCTURE AND INSTITUTIONS. THE EXPERIMENTAL UNITS APPEAR TO BE SALIENT MEANS OF INCREASING FEELINGS OF POLITICAL EFFICACY AMONG ANGLO, BLACK, AND MEXICAN-AMERICAN STUDENTS. DISCUSSION OF THE FINDINGS IS FOLLOWED BY DATA TABLES AND REFERENCES. (AUTHOR/KSM)

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ACCESSION NUMBER: ED088904

PUBLICATION DATE: 72

TITLE: THE SAT PREDICTION OF GRADES FOR MEXICAN-AMERICAN VERSUS ANGLO-AMERICAN STUDENTS AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE.

PERSONAL AUTHOR: GOLDMAN, ROY D.; RICHARDS, REGINA

DESCRIPTOR: ANGLO AMERICANS; BILINGUAL STUDENTS; COLLEGE ADMISSION; *COLLEGE FRESHMEN; GRADE POINT AVERAGE; *GRADE PREDICTION; *MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; *PREDICTIVE ABILITY (TESTING); *PREDICTIVE VALIDITY; RACIAL DIFFERENCES

IDENTIFIER: *SCHOLASTIC APTITUDE TEST (SAT)

DESCRIPTIVE NOTE: 9P.

THE PREDICTIVE VALIDITY OF THE SCHOLASTIC APTITUDE TEST (SAT) FOR MEXICAN-AMERICANS IS INVESTIGATED. FORTY-TWO MEXICAN-AMERICAN FRESHMEN STUDENTS WHO ENTERED THE UNIVERSITY OF CALIFORNIA, RIVERSIDE, IN THE FALL 1971 PARTICIPATED IN THE STUDY. ANALYSES OF VARIANCE CONCERNING ETHNIC GROUPS ON GPA (GRADE POINT AVERAGE) AND SAT VERBAL (SATV) AND MATH SCORES (SATM) WERE PERFORMED INDICATING HIGHER ANGLO-AMERICAN SCORES ON ALL MEASURES. THE HYPOTHESIS THAT BOTH GROUPS CAN BE DESCRIBED BY THE SAME REGRESSION PLANE CAN BE REJECTED. WHEN THE ANGLO-AMERICAN REGRESSION EQUATION WAS USED TO PREDICT THE GRADES OF MEXICAN-AMERICAN STUDENTS, SUBSTANTIAL OVERPREDICTION RESULTED. IF SEPARATE EQUATIONS ARE CALCULATED FOR EACH SUBGROUP, THE SAT IS ALMOST AS PREDICTIVELY VALID FOR MEXICAN-AMERICAN STUDENTS AS IT IS FOR ANGLO-AMERICAN STUDENTS. IT WOULD APPEAR THAT THE PATTERN OF STANDARDIZED REGRESSION RATES FOR GPA AND SATM (SINCE MEXICAN-AMERICAN STUDENTS SCORE HIGHER ON MATH PROBABLY DUE TO BILINGUALISM, IN WHICH VOCABULARY MIGHT BE MORE AFFECTED THAN MATHEMATICAL REASONING) DOES NOT MAXIMIZE GRADE SUCCESS FOR THE ABILITY PROFILES OF MEXICAN-AMERICAN STUDENTS AS A GROUP. (RC)

ACCESSION NUMBER: ED088995

PUBLICATION DATE: 70

TITLE: MEXICAN AMERICAN STUDIES: CURRICULUM GUIDE.

DESCRIPTOR: AUDIOVISUAL AIDS; BIBLIOGRAPHIES; *CAREER EDUCATION; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL RESOURCES; *MEXICAN AMERICAN HISTORY; OCCUPATIONAL INFORMATION; PERFORMANCE SPECIFICATIONS; RESOURCE MATERIALS; *SECONDARY GRADES; TEACHING METHODS; UNITS OF STUDY (SUBJECT FIELDS)

IDENTIFIER: TEXAS

DESCRIPTIVE NOTE: 83P.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO HELP THE TEACHER IN HIS ENDEAVOR TO FULFILL HIS TEACHING RESPONSIBILITIES. SPACE IS PROVIDED FOR TEACHERS' ADDITIONS, DELETIONS, NOTES AND CRITICISMS WHICH WILL BE USEFUL WHEN THE GUIDE IS REVISED. THE ONE QUARTER COURSE GUIDE IS ARRANGED IN VERTICAL COLUMNS RELATING THE CURRICULUM CONCEPTS TO: CURRICULUM PERFORMANCE OBJECTIVE, CAREER INFORMATION, SUGGESTED TEACHING METHODS, AND AUDIO-VISUAL AND RESOURCE MATERIALS. OCCUPATIONAL INFORMATION FOR FOURTEEN DIFFERENT OCCUPATIONS INCLUDES JOB DUTIES, EDUCATION REQUIREMENTS, SALARY RANGE, AND EMPLOYMENT OPPORTUNITIES. THE GUIDE CLOSES WITH: SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES, CAREER DEVELOPMENT CONCEPTS, OCCUPATIONAL CLUSTERS, AN EXTENSIVE BIBLIOGRAPHY, PERIODICALS, ADDITIONAL SOURCES, AND AUDIO-VISUAL SOURCE INFORMATION. (DS)

ACCESSION NUMBER: ED089157

PUBLICATION DATE: JUN 73

TITLE: IMAGE: INVOLVEMENT OF MEXICAN-AMERICANS IN GAINFUL ENDEAVORS.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; COMMUNITY PROGRAMS: *DISADVANTAGED YOUTH; *DROPOUT PREVENTION; LOW INCOME GROUPS; *MEXICAN AMERICANS; MOTIVATION; PROGRAM DESCRIPTIONS; *SOCIAL ORGANIZATIONS; SOCIAL PROBLEMS; *YOUTH PROGRAMS

IDENTIFIER: IMAGE; *INVOLVEMENT MEXICAN AMERICANS GAINFUL ENDEAVORS

DESCRIPTIVE NOTE: 34P.

THIS PUBLICATION DESCRIBES SOME OF THE ISSUES AND PROBLEMS DEALT WITH BY INVOLVEMENT OF MEXICAN-AMERICANS IN GAINFUL ENDEAVORS (IMAGE), A NATIONAL, NON-PROFIT ORGANIZATION AIMED AT IMPROVING THE SOCIAL AND ECONOMIC CONDITIONS OF MEXICAN-AMERICANS. ONE OF THE MAIN SOURCES OF CONCERN FOR THIS GROUP IS THE HIGH DROPOUT RATE OF MEXICAN-AMERICAN YOUTHS. IN RESPONSE TO THIS, THE IMAGE YEARN TO LEARN CENTERS HAVE BEEN DEVELOPED THROUGHOUT THE SOUTHWEST TO PROVIDE YOUTHS WITH COUNSELING, TUTORING, AND OTHER SUPPORTIVE SERVICES TO MOTIVATE STUDENTS TO RETURN TO OR STAY IN SCHOOL. THIS REPORT FOCUSES ON THE NEEDS OF MEXICAN-AMERICAN YOUTH AND THE SERVICES PROVIDED BY THE IMAGE YEARN TO LEARN CENTERS. (RWP)

AVAILABILITY: U.S. GOVERNMENT PRINTING OFFICES, WASHINGTON, D.C. 20402 (HC $.55) STOCK NO. 1766-00017

ACCESSION NUMBER: ED089212

PUBLICATION DATE: 73

TITLE: THE EFFECT OF NON-NATIVE SPEECH UPON THE READING ACHIEVEMENT OF SPANISH-SPEAKING STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE AND UPON THEIR ABILITY TO USE SYNTACTIC CLUES TO MEANING IN READING ENGLISH.

PERSONAL AUTHOR: BEDOTTO, M. JEAN ROSAIRE

DESCRIPTOR: *CONTEXT CLUES; ENGLISH (SECOND LANGUAGE); GRADE 8; INTELLIGENCE; LOW INCOME; *READING ACHIEVEMENT; *READING COMPREHENSION; *READING RESEARCH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 152P.; PH.D. DISSERTATION, NEW YORK UNIVERSITY

THIS STUDY INVESTIGATED THE EFFECT OF NON-NATIVE SPEECH UPON THE READING ACHIEVEMENT OF SPANISH-SPEAKING EIGHTH GRADERS AT DIFFERENT LEVELS OF INTELLIGENCE AND UPON THEIR ABILITY TO USE SYNTACTIC CLUES TO MEANING IN READING ENGLISH. SUBJECTS CAME FROM PAROCHIAL SCHOOLS IN LOW SOCIOECONOMIC AREAS OF NEW YORK CITY. READING ACHIEVEMENT WAS MEASURED BY THE "SRA ACHIEVEMENT SERIES: READING," AND "A TEST OF SENTENCE MEANING" WAS USED TO DETERMINE ABILITY TO USE SYNTACTIC CLUES TO MEANING. FINDINGS INDICATED THAT (1) NON-NATIVE SPEAKERS OF ENGLISH WHO LEARNED SPANISH AS THEIR FIRST LANGUAGE SCORED SIGNIFICANTLY LOWER IN READING ACHIEVEMENT THAN DID NATIVE SPEAKERS OF ENGLISH OF SIMILAR INTELLIGENCE; (2) DIFFERENCES IN READING ACHIEVEMENT AND IN THE ABILITY TO USE SYNTACTIC CLUES WERE NOT SIGNIFICANTLY GREATER BETWEEN NON-NATIVE AND NATIVE SPEAKERS OF ENGLISH OF AVERAGE AND LOW INTELLIGENCE THAN BETWEEN NON-NATIVE AND NATIVE SPEAKERS OF ENGLISH OF HIGH INTELLIGENCE; AND (3) THERE WAS NO SIGNIFICANT DIFFERENCE IN THE ABILITY OF NON-NATIVE AND NATIVE SPEAKERS OF ENGLISH TO USE SYNTACTIC CLUES IN READING ENGLISH. (HOD)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-30,050, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED089229

PUBLICATION DATE: 73

TITLE: DEVELOPING SELF-ACCEPTANCE AND READING ACHIEVEMENT AMONG SECOND GRADE CHICANO CHILDREN.

PERSONAL AUTHOR: MENDENHALL, BETTY JOAN

DESCRIPTOR: *ACTIVITIES; GRADE 2; *LANGUAGE ARTS; LANGUAGE EXPERIENCE APPROACH; *MEXICAN AMERICANS; *READING ACHIEVEMENT; SELF ACTUALIZATION; *SELF CONCEPT; SELF CONCEPT TESTS; SELF ESTEEM

DESCRIPTIVE NOTE: 145P.; PH.D. DISSERTATION, UNIVERSITY OF COLORADO

THIS STUDY WAS DESIGNED TO ASCERTAIN WHETHER THE SELF-ACCEPTANCE OF SECOND GRADE CHICANO CHILDREN COULD BE IMPROVED BY INCORPORATING INTO THE CURRICULUM SELECTED ACTIVITIES WHICH REFLECTED CHARACTERISTICS OF EACH CHILD TO HIMSELF AND BY ADDING A SUPPLEMENTARY LANGUAGE EXPERIENCE APPROACH TO READING. SUBJECTS INCLUDED 91 CHILDREN FROM TWO ELEMENTARY SCHOOLS; THE EXPERIMENTAL GROUP WAS COMPOSED OF 50 PERCENT CHICANO STUDENTS, WHILE THE CONTROL GROUP WAS COMPOSED OF APPROXIMATELY 30 PERCENT CHICANO STUDENTS. ACTIVITIES WHICH WERE ADDED TO THE EXPERIMENTAL GROUP'S CURRICULUM INCLUDED (1) A POLAROID CAMERA WITH WHICH THE CHILDREN COULD TAKE PICTURES OF EACH OTHER; (2) BAR GRAPHS TO RECORD THE HEIGHT AND WEIGHT GAIN OF EACH CHILD; (3) CASSETTE TAPE RECORDER AND TAPES; (4) A COLLECTION OF BOOKS ABOUT CHICANO CHILDREN WITH PRE-RECORDED TAPES OF SOME OF THEM; (5) VIDEOTAPE RECORDINGS FOR EACH CHILD; (6) TRACINGS OF EACH CHILD'S BODY; (7) DARK-SKINNED PUPPETS, TAPED STORIES AND SONGS, BOOKS AND POSTERS WITH THE CENTRAL THEME OF "I AM THE ONLY ME IN THE WORLD," AND (8) A BLANK BOOK IN WHICH EACH CHILD COULD WRITE AND READ STORIES ABOUT HIMSELF. FINDINGS INDICATED NO SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS DUE TO METHOD. THERE WAS, HOWEVER, A TEACHER EFFECT ON SELF-ACCEPTANCE AND READING ATTITUDE. (AUTHOR/HOD)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-23,282, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED089643

PUBLICATION DATE: 74

TITLE: FALL 1973 UNIVERSITY RACIAL CENSUS.

PERSONAL AUTHOR: BROOKS, GLENWOOD C., JR.; SEDLACEK, WILLIAM E.

DESCRIPTOR: AMERICAN INDIANS; *CENSUS FIGURES; EDUCATIONAL RESEARCH; ENROLLMENT; *HIGHER EDUCATION; *MINORITY GROUPS; NEGROES; RACIAL COMPOSITION; *RACIAL DISTRIBUTION; SPANISH AMERICANS; STATISTICAL DATA; *STUDENT CHARACTERISTICS; UNIVERSITIES

IDENTIFIER: *UNIVERSITY OF MARYLAND

DESCRIPTIVE NOTE: 18P.

THE FALL 1973 ENROLLMENTS FOR THE 5 ETHNIC CATEGORIES OF STUDENTS (BLACK, SPANISH SURNAME, ORIENTAL, AMERICAN INDIAN AND ALL OTHER) ARE PRESENTED FOR THE COLLEGE PARK CAMPUS OF THE UNIVERSITY OF MARYLAND. BLACKS (6%), ORIENTALS (2%), SPANISH SURNAME (1%), AMERICAN INDIAN (1%), AND OTHERS (91%) COMPRISED THE TOTAL COLLEGE PARK STUDENT BODY. OF THE UNDERGRADUATE STUDENT BODY, BLACKS COMPRISED 4%, THE OTHER MINORITIES 4%, AND WHITES 92%. ENROLLMENT FIGURES ARE AVAILABLE FOR BLACKS DATING BACK TO 1968 SHOWING A NEARLY QUADRUPLED ENROLLMENT BETWEEN 1968-1973 OR AN INCREASE FROM 2% OF THE TOTAL STUDENT BODY TO 6% OF THE TOTAL STUDENT BODY. THE PERCENTS OF FIRST-TIME STUDENT ENROLLMENTS (FRESHMEN AND TRANSFERS) ARE IMPORTANT BECAUSE THEY SUGGEST STUDENT INTEREST IN ATTENDING THE UNIVERSITY AND THE IMPACT OF RECRUITMENT PROGRAMS. FIRST-TIME BLACK FRESHMEN WERE 15%, ORIENTALS 2%, SPANISH SURNAME 2%, AND AMERICAN INDIAN 1%; ALL UP OVER FALL 1972 WITH THE EXCEPTION OF AMERICAN INDIAN. THE TOTAL FIRST-TIME FRESHMEN CLASS OF 4,614, HOWEVER, IS SLIGHTLY DOWN FOR FALL 1973 AND FALL 1972 INDICATING THAT VACANCIES EXISTED. THE FIRST-TIME MINORITY PERCENTAGES ARE SOMEWHAT ELEVATED AS A RESULT. THE PERCENT OF FIRST-TIME BLACK FRESHMEN AT COLLEGE EXCEEDS THE MIDDLE STATES REGION (8%) AND NATIONAL (6%) MEDIAL PERCENTS OF FIRST-TIME BLACK FRESHMEN. OTHER INFORMATION REPORTED INCLUDES: MAJORS, SEX DISTRIBUTION, LOCAL RESIDENT STATUS AND PERMANENT COUNTY RESIDENCE. (AUTHORS)

ACCESSION NUMBER: ED089752

PUBLICATION DATE: 70

TITLE: NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR: A MULTI-MEDIA APPROACH TO LIBRARY SERVICES FOR THE SPANISH SURNAMED AT: COLORADO STATE COLLEGE, GREELEY.

DESCRIPTOR: CROSS CULTURAL TRAINING; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; *INSTITUTES (TRAINING PROGRAMS); *LIBRARIANS; LIBRARY MATERIALS; *LIBRARY SERVICES; LIBRARY TECHNICIANS; *MEXICAN AMERICANS; PARTICIPANT SATISFACTION; PROGRAM EVALUATION; PROGRAM PROPOSALS; SPANISH SPEAKING

IDENTIFIER: MULTIMEDIA APPROACH

DESCRIPTIVE NOTE: 94P.

AN INFORMAL SURVEY, CONDUCTED BY THE COLORADO STATE LIBRARY, REVEALED FEW REAL EFFORTS TO SERVE THE SPANISH-SURNAMED BEYOND THE MINIMAL PROVISION OF SPANISH LANGUAGE MATERIALS. TO IMPROVE THIS SITUATION, COLORADO STATE COLLEGE HELD A FEDERALLY SUPPORTED INSTITUTE IN JUNE, 1969. EIGHT TEAMS OF PARTICIPANTS WERE SELECTED FOR THE PROGRAM, A TEAM CONSISTING OF FIVE MEMBERS OF ONE COMMUNITY: A TRAINED PROFESSIONAL LIBRARIAN, A SPANISH-SURNAMED LIBRARY AIDE, A SPANISH COMMUNITY LEADER, AND TWO OTHERS OF THEIR CHOICE. THE GOALS OF THE INSTITUTE WERE TO INCREASE LIBRARIANS' UNDERSTANDING OF THE CULTURE AND NEEDS OF THE SPANISH-SURNAMED, THROUGH LECTURES AND DISCUSSION WITH THE PARTICIPATING COMMUNITY LEADERS, AND TO TRANSLATE THESE NEEDS INTO EFFECTIVE USE OF LIBRARY MATERIALS. EACH TEAM DEVELOPED SUCH A PLAN FOR THE LIBRARY OF THEIR OWN COMMUNITY. MAJOR EFFORTS AT EVALUATING THE INSTITUTE WERE CONCERNED WITH THE ANONYMOUS REPORTS SUBMITTED ON THE LAST DAY BY THE PARTICIPANTS. MOST FELT THAT THE INSTITUTE WAS SUCCESSFUL IN PROMOTING UNDERSTANDING OF CULTURAL PROBLEMS AND DIFFERENCES. VERBATUM COPIES OF THESE REPORTS ARE PRESENTED, AS ARE THE EIGHT TEAM PLANS FOR IMPROVED LIBRARY SERVICE TO THE SPANISH-SURNAMED. (SL)

ACCESSION NUMBER: ED089852

PUBLICATION DATE: 71

TITLE: THE EFFECTS OF EXAMINER ETHNICITY AND LANGUAGE ON THE PERFORMANCE OF BILINGUAL MEXICAN-AMERICAN FIRST GRADERS.

PERSONAL AUTHOR: GARCIA, ANGELA B.; ZIMMERMAN, BARRY J.

DESCRIPTOR: BILINGUAL STUDENTS; *CULTURAL FACTORS; *ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; ETHNIC STUDIES; MEASUREMENT; *MEXICAN AMERICANS; *MOTIVATION; *SOCIAL REINFORCEMENT

DESCRIPTIVE NOTE: 17P.

IN THIS STUDY OF 40 DISADVANTAGED MEXICAN-AMERICAN FIRST GRADE CHILDREN IT WAS HYPOTHESIZED THAT PRAISE FROM A MEXICAN-AMERICAN ADULT WOULD BE MORE REINFORCING TO A MEXICAN-AMERICAN CHILD THAN PRAISE FROM AN ANGLO ADULT. FURTHER, IT WAS HYPOTHESIZED THAT PRAISE IN SPANISH WOULD BE MORE REINFORCING TO A MEXICAN-AMERICAN CHILD THAN PRAISE DELIVERED IN ENGLISH. A BAR-PRESSING TASK WAS USED TO ASSESS THE CHILD'S CONTINUED MOTIVATION TO PERFORM. THE RESULTS INDICATE THAT EXAMINER ETHNIGITY WAS A MUCH STRONGER DETERMINANT OF BAR PRESSING BEHAVIOR THAN THE LANGUAGE IN WHICH PRAISE WAS GIVEN. MEXICAN-AMERICAN CHILDREN RESPONDED MORE TO PRAISE FROM A MEXICAN-AMERICAN ADULT THAN THEY DID FROM AN ANGLO ADULT. RESULTS ARE DISCUSSED IN TERMS OF MOTIVATIONAL AND REINFORCEMENT CONSIDERATIONS. (SBT)

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ACCESSION NUMBER: ED089853

PUBLICATION DATE: 72

TITLE: DESCRIPTION OF A PROGRAM TO TRAIN PARENTS TO INFLUENCE THE DEVELOPMENT OF QUESTION-ASKING SKILLS IN THEIR YOUNG CHILDREN.

PERSONAL AUTHOR: GARCIA, ANGELA B.; AND OTHERS

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; INTELLECTUAL DEVELOPMENT; *MEXICAN AMERICANS; OBSERVATIONAL LEARNING; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PROGRAM DESCRIPTIONS; QUESTIONING TECHNIQUES; REINFORCEMENT; TEACHING METHODS

DESCRIPTIVE NOTE: 46P.

MEXICAN-AMERICAN MOTHERS OF FIRST GRADE CHILDREN PARTICIPATED IN AN EDUCATIONAL PROGRAM IN WHICH THEY LEARNED TO TEACH THEIR CHILDREN QUESTION-ASKING BEHAVIORS. THIS PARTICULAR TARGET BEHAVIOR WAS SELECTED BECAUSE PREVIOUS RESEARCH AND OBSERVATION INDICATED THAT MEXICAN-AMERICAN CHILDREN ASKED FEW, IF ANY QUESTIONS. IT WAS HYPOTHESIZED THAT ENHANCING THE QUESTION-ASKING BEHAVIOR WOULD POSSIBLY HELP THE CHILDREN SUCCEED IN SCHOOL. THE SPECIFIC PARENT TRAINING PROGRAM IS PRESENTED IN DETAIL. QUESTION-ASKING BEHAVIOR WAS LIMITED TO THOSE QUESTIONS ASKED WHILE READING OR LISTENING TO STORIES. (SBT)

ACCESSION NUMBER: ED089864

PUBLICATION DATE: 71

TITLE: PRESCHOOLS FOR MEXICAN AMERICANS: SOME REQUIRED CHARACTERISTICS.

PERSONAL AUTHOR: LESLIE, JUDITH W.: LESLIE, LARRY L.

DESCRIPTOR: *BICULTURALISM; *CULTURAL FACTORS; CULTURAL PLURALISM; CULTURE CONFLICT; FAMILY RELATIONSHIP; FLEXIBLE SCHEDULES; *MEXICAN AMERICANS; PHYSICAL ENVIRONMENT; *PRESCHOOL PROGRAMS; *PROGRAM PLANNING; RELIGIOUS FACTORS; S CHOOL COMMUNITY RELATIONSHIP; SOCIAL BEHAVIOR

DESCRIPTIVE NOTE: 14P.

THIS PAPER DESCRIBES SOME OF THE CHARACTERISTICS OF MEXICAN -AMERICAN CULTURE AND AN ATTEMPT IS MADE TO SHOW HOW THESE CHARACTERISTICS SHOULD BE REFLECTED IN PRESCHOOLS FOR MEXICAN AMERICANS. THREE MAIN AREAS ARE EXAMINED: (1) SOCIAL AND RELIGIOUS VALUES; (2) INDIVIDUAL AND FAMILY RELATIONSHIPS; AND (3) THE PHYSICAL ENVIRONMENT. SOME SUGGESTIONS FOR PRESCHOOL PROGRAMS INCLUDE A YEAR-ROUND SCHOOL, EXTENDED DAILY HOURS, VOLUNTARY ATTENDANCE, NEIGHBORHOOD LOCATIONS, AND FLEXIBLE PROGRAM SCHEDULING. IT IS EMPHASIZED THAT PRESCHOOLS FOR MEXICAN-AMERICANS MUST BE DESIGNED WITHIN THE MEXICAN-AMERICAN CULTURAL FRAMEWORK. (CS)

ACCESSION NUMBER: ED089890

PUBLICATION DATE: 26 FEB 73

TITLE: BILINGUAL EDUCATION, HEALTH, AND MANPOWER PROGRAMS, 1973. JOINT HEARING BEFORE THE SUBCOMMITTEE ON EDUCATION AND THE SPECIAL SUBCOMMITTEE ON HUMAN RESOURCES OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, 93RD CONGRESS, FIRST SESSION ON EXAMINATION OF THE PROBLEMS OF BILINGUAL EDUCATION, HEALTH, AND MANPOWER PROGRAMS (LOS ANGELES, CALIF., FEBRUARY 26, 1973).

DESCRIPTOR: ADULT EDUCATION; BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; ENGLISH (SECOND LANGUAGE); *FEDERAL LEGISLATION; FEDERAL PROGRAMS; HEALTH SERVICES; INVESTIGATIONS; MANPOWER DEVELOPMENT; *MEXICAN AMERICANS; SPANISH SPEAKING; STATE PROGRAMS

IDENTIFIER: CALIFORNIA; *SOUTHWEST

DESCRIPTIVE NOTE: 151P.

THE JOINT HEARING BEFORE THE U.S. SENATE'S SUBCOMMITTEE ON EDUCATION AND THE SPECIAL SUBCOMMITTEE ON HUMAN RESOURCES WAS PARTICULARY CONCERNED WITH THE PROBLEMS OF BILINGUAL EDUCATION. THE HEARING, HELD FEBRUARY 1973 IN LOS ANGELES, CALIFORNIA, FOCUSED ON THE SOUTHWEST IN GENERAL AND ON CALIFORNIA IN PARTICULAR BECAUSE OF THE GREATER BILINGUAL NEEDS IN THESE AREAS. THE BILINGUAL ACT FIRST BECAME LAW AS A PART OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AMENDMENTS (ESEA) OF 1967. NOW, HOWEVER, SINCE NEARLY $100 MILLION HAS BEEN SPENT UNDER THE BILINGUAL EDUCATION PROGRAM DURING THE PAST 5 YEARS, THE TIME HAS COME FOR AN ASSESSMENT OF THE NEEDS OF BILINGUAL EDUCATION AND THE ABILITY OF THE ACT TO MEET THOSE NEEDS. STATEMENTS ON THE NEEDS OF MEXICAN AMERICANS IN BOTH CALIFORNIA AND THE SOUTHWEST AS A WHOLE WERE PRESENTED BY COMMUNITY REPRESENTATIVES, MANPOWER DEVELOPMENT PERSONNEL, SOUTHWESTERN AND LOS ANGELES EDUCATORS, U.S. REPRESENTATIVES FROM CALIFORNIA, AND MEMBERS OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION. ADDITIONAL INFORMATION WAS COVERED BY ARTICLES AND PUBLICATIONS, SUCH AS "BIENVENIDOS: MEXICAN AMERICANS HAIL OPENING OF OCCUPATIONAL CENTER", AND "THE EXCLUDED STUDENT: EDUCATIONAL PRACTICES AFFECTING MEXICAN AMERICANS IN THE SOUTHWEST". SELECTED TABLES DETAIL: CALIFORNIA -- TOTAL AND SPANISH LANGUAGE POPULATION BY COUNTY (1970); DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE BUDGET (FISCAL 1972, 1973); SPANISH SURNAMED STUDENTS -- UNIVERSITY OF SOUTHERN CALIFORNIA; AND U.S. GOVERNMENT EMPLOYMENT STATISTICS (1970). (KM)

ACCESSION NUMBER: ED089900

PUBLICATION DATE: 28 MAR 74

TITLE: TEACHER-PUPIL INTERACTION IN BILINGUAL ELEMENTARY SCHOOL CLASSROOMS.

PERSONAL AUTHOR: JOHNSON, DAVID L.

DESCRIPTOR: *BILINGUAL SCHOOLS; CLASSROOM OBSERVATION TECHNIQUES; COMMUNICATION (THOUGHT TRANSFER); *ELEMENTARY SCHOOLS; ETHNIC RELATIONS; EXPECTATION; *INTERACTION PROCESS ANALYSIS; *MEXICAN AMERICANS; RESEARCH PROJECTS; STUDENT BEHAVIOR; *STUDENT TEACHER RELATIONSHIP; TABLES (DATA); TAPE RECORDINGS; TEACHER BEHAVIOR; TESTS; VERBAL COMMUNICATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 32P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIAL SCIENCE ASSOCIATION MEETINGS, DALLAS, TEX., MARCH 28, 1974

THE STUDY WAS DESIGNED TO EXPLORE FURTHER, AND POSSIBLY EXTEND, A CONCEPTUAL MODEL OF TEACHER-STUDENT CLASSROOM INTERACTION USED INITIALLY IN MONO-LINGUAL, SEGREGATED, PUBLIC SECONDARY SCHOOL AND COLLEGE SETTINGS. THE 4 VERBAL ACT MODES IN THE MODEL WERE CALLED APPRAISAL, PRESCRIPTIVE, INFORMATIONAL, AND QUESTIONING. THIS OBSERVATIONAL STUDY ATTEMPTED TO TEST VERBAL INTERACTION RELATIONSHIPS AT THE BILINGUAL ELEMENTARY SCHOOL LEVEL IN CLASSROOMS OF VARYING RACIAL/ETHNIC COMPOSITION, INTELLIGENCE, AND ACHIEVEMENT. THE SAMPLE CONSISTED OF 36 AUDIO-TAPED CLASSROOM LESSONS RECORDED DURING A 10 DAY OBSERVATION PERIOD. FOUR LESSONS FROM EACH OF THE 9 ELEMENTARY (K, 1-3) BILINGUAL CLASSROOMS IN THE PROGRAM WERE SELECTED. THE RACIAL/ETHNIC COMPOSITION OF THE CLASSROOMS RANGED FROM 35-68% MEXICAN AMERICAN, 3-52% BLACK, AND 4-55% WHITE. A TOTAL OF 2,010 CLASSROOM INTERACTIONS WERE OBSERVED, RECORDED, AND ANALYZED. RESULTS SHOWED THAT TEACHER EXPECTATION WERE RELATED SIGNIFICANTLY. THE METROPOLITAN READINESS TEST AND OTIS-LENNON MENTAL ABILITY TEST SCORES WERE NOT CORRELATED SIGNIFICANTLY WITH PUPIL VERBAL PERFORMANCE IN THESE BILINGUAL CLASSROOMS. PRESCRIPTIVE STANDARDS WERE RELATED SPECIFICALLY TO THE INITIATED ACTS OF MALE PUPILS AND THE POSITIVE SELF-REFERENCED ACTS OF FEMALE PUPILS IN THE HIGH MEXICAN AMERICAN CLASSROOMS. IT WAS ALSO SUGGESTED THAT CONSIDERABLE TEACHER ATTENTION, INTERACTION, AND EMPHASIS ON PRESCRIPTIVE CONTROL WAS DIRECTED AT MEXICAN AMERICAN PUPILS. (FF)

ACCESSION NUMBER: ED089901

PUBLICATION DATE: 73

TITLE: RACIAL/ETHNIC DISTRIBUTION OF PUBLIC SCHOOL STUDENTS AND STAFF IN NEW YORK STATE, 1972-73.

DESCRIPTOR: AMERICAN INDIANS: DEMOGRAPHY: *ETHNIC DISTRIBUTION; ETHNIC GROUPS; INSTRUCTIONAL STAFF; MINORITY GROUPS: *NEGRO STUDENTS; POPULATION DISTRIBUTION; *PUBLIC SCHOOLS; RACIAL COMPOSITION; *RACIAL DISTRIBUTION; SCHOOL DISTRICTS; SCHOOL PERSONNEL; SPANISH AMERICANS; *SPANISH SPEAKING; STATE SCHOOLS; TABLES (DATA)

IDENTIFIER: *NEW YORK

DESCRIPTIVE NOTE: 95P.; RELATED DOCUMENT IS ED082891

THE COLLECTION OF RACIAL/ETHNIC DATA ON THE SCHOOL POPULATION OF NEW YORK STATE WAS INITIATED IN 1961 WITH A CENSUS OF PUBLIC ELEMENTARY SCHOOLS. SINCE 1966 SUCH INFORMATION HAS BEEN COLLECTED ANNUALLY FROM ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND IS NOW A PART OF THE DEPARTMENT'S BASIC EDUCATIONAL DATA SYSTEM. THE INFORMATION IS USED WITHIN THE EDUCATION DEPARTMENT TO PROVIDE A LONGITUDINAL RECORD OF SCHOOL INTEGRATION THROUGHOUT THE STATE. THE REPORT DATA ARE PRESENTED IN 8 TABLES. TABLE 1 GIVES THE 1972-73 RACIAL/ETHNIC DISTRIBUTION OF PUBLIC SCHOOL STUDENTS FOR THE STATE'S 6 LARGEST SCHOOL DISTRICTS--ALBANY, BUFFALO, NEW YORK, ROCHESTER, SYRACUSE, AND YONKERS. TABLE 2 DETAILS THE 1972-73 DISTRIBUTION OF BLACK AND SPANISH SURNAMED STUDENTS BY LOCATION. IN TABLE 3, A PERCENT DISTRIBUTION IS GIVEN FOR PUBLIC SCHOOL STUDENTS, BY RACIAL/ETHNIC ORIGIN, FOR 1968-69 THROUGH 1972-73. TABLE 4 SHOWS THE NUMBER OF SCHOOLS AND THE NUMBER AND PERCENT OF MINORITY STUDENTS--BLACK AND SPANISH SURNAMED--IN SCHOOLS OF DIFFERING RACIAL COMPOSITION. THE NUMBER OF SCHOOLS AND THE NUMBER AND PERCENT OF BLACK STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION ARE SHOWN IN TABLE 5. TABLE 6 PRESENTS DATA SIMILAR TO THAT OF TABLE 5 FOR SPANISH SURNAMED STUDENTS. TABLE 7 SHOWS THE DISTRIBUTION OF PUBLIC SCHOOL PROFESSIONAL STAFF BY RACIAL/ETHNIC ORIGIN. TABLE 8 GIVES A PERCENT DISTRIBUTION OF PUBLIC SCHOOL PROFESSIONAL STAFF BY RACIAL/ETHNIC ORIGIN FOR 1968-69 THROUGH 1972-73. APPENDIX A DISTRIBUTES STUDENTS RACIAL/ETHNIC ORIGIN FOR EACH SCHOOL DISTRICT. APPENDIX B DOES LIKEWISE FOR THE PROFESSIONAL STAFF. (FF)

ACCESSION NUMBER: ED089903

PUBLICATION DATE: MAR 73

TITLE: SPANISH-SPEAKING MIGRANTS IN SEATTLE, WASHINGTON.

PERSONAL AUTHOR: SEPULVEDA, SERGIO; LOOMIS, RALPH A.

DESCRIPTOR: *ADJUSTMENT PROBLEMS; *ECONOMIC DISADVANTAGEMENT; EMPLOYMENT OPPORTUNITIES; HEADS OF HOUSEHOLDS; INCOME; LANGUAGE; *MIGRANTS; OCCUPATIONAL MOBILITY; RELOCATION; RURAL POPULATION; RURAL URBAN DIFFERENCES; *SOCIAL ENVIRONMENT; *SPANISH SPEAKING; URBAN AREAS

IDENTIFIER: *SEATTLE; WASHINGTON STATE

DESCRIPTIVE NOTE: 12P.

THE URBAN-ASSOCIATED ADJUSTMENT PROBLEMS OF SPANISH SPEAKING MIGRANTS TO SEATTLE, WASHINGTON WERE EXAMINED. A SAMPLE OF 100 MIGRANT HOUSEHOLD HEADS WERE INTERVIEWED TO LEARN WHY THEY HAD MOVED TO SEATTLE, TO GAIN INSIGHTS INTO THE ADJUSTMENT PROCESS, AND TO SEARCH FOR WAYS TO FACILITATE THEIR ACCOMMODATION TO AN URBAN LIFE STYLE. ALL OF THE SPANISH SPEAKING MINORITY GROUP HAVE ADAPTION PROBLEMS, SUCH AS LANGUAGE, BUT DISTINCT SUBGROUPS HAVE DIFFERING SOCIAL AND ECONOMIC CHARACTERISTICS THAT ARE IDENTIFIED WITH UNIQUE ADJUSTMENT PROBLEMS. THE PRIMARY DISCERNING VARIABLE IS WHETHER THE MIGRANT HOUSEHOLD MOVED FROM A RURAL OR AN URBAN BACKGROUND. AN EFFORT WAS MADE TO ASCERTAIN, FROM THE MIGRANT'S VANTAGE POINT, THE ROLE AND EFFECTIVENESS OF PUBLIC AGENCIES IN FACILITATING THE ADJUSTMENT. THE REPORT CONCLUDES WITH POLICY RECOMMENDATIONS FOR ALLEVIATING SOME OF THE INDIVIDUAL AND SOCIETAL DYSFUNCTIONS OF THIS TRANSITION--I.E., THE ESTABLISHMENT OF A WIDELY PUBLICIZED BILINGUAL INFORMATION AGENCY. (AUTHOR/PS)

ACCESSION NUMBER: ED089904

PUBLICATION DATE: 74

TITLE: MEXICAN AMERICAN PROFILES. BILINGUAL BIOGRAPHIES FOR TODAY. LEVEL EIGHT.

PERSONAL AUTHOR: NAVA, JULIAN; HALL, MICHELLE

DESCRIPTOR: ACCULTURATION; *ADULT LEADERS; ANGLO AMERICANS; *BICULTURALISM; *BIOGRAPHIES; *CULTURAL FACTORS; ECONOMIC FACTORS; ETHNIC GROUPS; FEMALES; GRADE 8; HISTORY; MALES; *MEXICAN AMERICANS; POLITICS; SOCIAL INFLUENCES; SPANISH SPEAKING; VOCABULARY

DESCRIPTIVE NOTE: 116P.

SHORT BIOGRAPHIES OF 26 MEXICAN AMERICAN MEN AND WOMEN ARE PRESENTED IN THIS TEXTBOOK FOR 8TH GRADE STUDENTS. THE BIOGRAPHIES REVEAL HOW EACH INDIVIDUAL HAS MADE AN IMPACT UPON THE LIFE OF THE MEXICAN AMERICAN AND ON OUR SOCIETY. NUMEROUS OCCUPATIONS, PROFESSIONS, LIFE STYLES, ECONOMIC CONDITIONS, AND DIFFERENT POLITICAL POINTS OF VIEW ARE REPRESENTED. A DESCRIPTION OF HOW TO USE THE BOOK IS GIVEN, INCLUDING SUCH TOPICS AS HOW PERSONAL INTERESTS MAY AFFECT THE USE OF THE BOOK, USING THE BOOK AS A BASIC SOURCE FOR STUDY, USING THE BOOK AS A SUPPLEMENT TO GENERAL BOOKS ABOUT SOCIETY, AND A DESCRIPTION OF SUGGESTED ACTIVITIES. A VOCABULARY SECTION CONTAINS THE DEFINITIONS OF 24 KEY WORDS NECESSARY TO UNDERSTAND THE MEXICAN AMERICAN EXPERIENCE TODAY. AN INDEX BY STATE OF ORIGIN OR RESIDENCE, A GUIDE TO FURTHER READING, AND A LIST OF SOURCES FOR ADDITIONAL INFORMATION ARE ALSO PRESENTED. (PS)

AVAILABILITY: AARDVARK MEDIA INC., 1200 MT. DIABLO BLVD., WALNUT CREEK, CA 94596 ($3.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED089910

PUBLICATION DATE: 73

TITLE: EL DIA DE LA RAZA MODULE. SECONDARY LEVEL. THE DAY OF THE RACE MODULE. SECONDARY LEVEL.

PERSONAL AUTHOR: HERRERA, GLORIA; LIZCANO, JEANETTE

DESCRIPTOR: ACTIVITIES; *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL BACKGROUND; CULTURAL EVENTS; HISTORY; LATIN AMERICAN CULTURE; *MEXICAN AMERICANS; SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES UNITS; SPANISH CULTURE; VOCABULARY

IDENTIFIER: CRYSTAL CITY; *DIA DE LA RAZA; TEXAS

DESCRIPTIVE NOTE: 21P.; IN SPANISH

"EL DIA DE LA RAZA", CONSIDERED THE BIRTHDAY OF THE MESTIZO, IS THE TOPIC OF THIS UNIT FOR THE SECONDARY LEVEL. AS UNIT OBJECTIVES, THE STUDENTS ARE TO DEMONSTRATE (1) THEIR COMPREHENSION BY STATING 3 MAJOR AREAS OF CONTRIBUTIONS THE INDIANS AND THE SPANIARDS GAVE THE MESTIZO CULTURE AND (2) THEIR CONCEPT OF MESTIZAJE BY PARTICIPATING IN ORAL DISCUSSIONS UTILIZING 5 STUDY QUESTIONS. THE HISTORY OF EL DIA DE LA RAZA, WHICH IS CELEBRATED ON OCTOBER 12 THROUGHOUT LATIN AMERICA, COVERS THE TOPICS OF CHRISTOPHER COLUMBUS' TRIPS TO AMERICA; THE ORIGINS OF LA RAZA; THE MESTIZO CULTURE; THE SETTLEMENT OF THE SPANIARDS IN MEXICO; AND CHICANO CONTRIBUTIONS TO TODAY'S SOCIETY. INCLUDED WITH THE UNIT ARE SUGGESTED ACTIVITIES; 5 STUDY QUESTIONS; A GLOSSARY OF 23 SPANISH WORDS USED THROUGHOUT THE UNIT; AND 4 POEMS ABOUT THE CHICANO. (NQ)

ACCESSION NUMBER: ED089911

PUBLICATION DATE: 73

TITLE: 16 DE SEPTIEMBRE, 1810 MODULE. SECONDARY LEVEL. 16 OF SEPTEMBER, 1810 MODULE. SECONDARY LEVEL.

DESCRIPTOR: ACTIVISM; *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL BACKGROUND; CULTURAL EVENTS; *MEXICAN AMERICAN HISTORY; MEXICANS; POLITICS; POWER STRUCTURE; *REVOLUTION; SECONDARY SCHOOL STUDENTS; SOCIAL STATUS; SPANISH CULTURE

IDENTIFIER: *EL 16 DE SEPTIEMBRE

DESCRIPTIVE NOTE: 14P.; IN SPANISH

INDEPENDENCE FOR MEXICO TOOK 11 YEARS TO ACHIEVE. BEFORE ITS INDEPENDENCE MEXICO WAS RULED BY SPAIN AND HAD A BASIC CASTE SYSTEM OF INDIOS, MESTIZOS, CRIOLLOS, AND GACHUPINES. THE GACHUPINES AND CRIOLLOS RULED THE GOVERNMENT AND EXPLOITED THE INDIOS AND MESTIZOS. WHEN THE CRIOLLOS BECAME DISSATISFIED WITH BEING SECONDARY TO THE GACHUPINES, THEY BEGAN TALKING ABOUT A REVOLUTION. ON 16 DE SEPTIEMBRE, FATHER MIGUEL HIDALGO GAVE HIS "GRITO DE INDEPENDENCIA" SPEECH STATING A REVOLUTION WAS INEVITABLE. THERE WERE 2 STAGES TO THE REVOLUTION. THE FIRST STAGE (UNDER FATHER HILDAGO AND JOSE MARIA MORELOS) WAS AIMED AT CHANGING COLONIAL CLASS, POLITICAL, ECONOMIC, AND CULTURAL SYSTEMS OF NEW SPAIN. THE FINAL STAGE OF THE REVOLUTION (UNDER AGUSTIN DE ITURBIDE) LEFT THINGS JUST AS THEY HAD BEEN DURING THE COLONIAL PERIOD. THIS CONTRADICTION IN THE MOVEMENT LED TO THE FORMATION OF 2 MAIN POLITICAL PARTIES--LIBERALS AND CONSERVATIVES. AS OBJECTIVES OF THIS UNIT THE STUDENTS WILL DEMONSTRATE THEIR COMPREHENSION OF "EL 16 DE SEPTIEMBRE" BY CORRECTLY ANSWERING ORALLY THE DISCUSSION QUESTIONS. THE POEM "CORRIDO DE LA INDEPENDENCIA" IS INCLUDED. (NQ)

ACCESSION NUMBER: ED089912

PUBLICATION DATE: OCT 73

TITLE: LA NOCHE DE LAS BRUJAS MODULE. NIVEL PRIMARIO. THE NIGHT OF THE WITCHES MODULE. PRIMARY LEVEL.

PERSONAL AUTHOR: ESPINOZA, DELIA

DESCRIPTOR: ACTIVITIES; BILINGUAL EDUCATION; CHILDRENS BOOKS; CREATIVE EXPRESSION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; FOREIGN LANGUAGE BOOKS; LEARNING ACTIVITIES; LEGENDS; *MEXICAN AMERICANS; *PRIMARY GRADES; *SOCIAL STUDIES UNITS

IDENTIFIER: HALLOWEEN; *NOCHE DE LAS BRUJAS

DESCRIPTIVE NOTE: 47P.; IN SPANISH

LA NOCHE DE LAS BRUJAS (HALLOWEEN) IS THE TOPIC OF THIS PRIMARY LEVEL UNIT. THE OBJECTIVES ARE TO ENABLE THE CHILD TO: (1) DRAW SCENERY, USING HIS IMAGINATION, ABOUT WITCHES, CASTLES, AND DEVILS; (2) WRITE COMPOSITIONS ON WITCHES, DEVILS, AND HALLOWEEN; (3) EXPLAIN THE STORY "LA NOCHE DE LAS BRUJAS"; (4) TELL ABOUT ANY ADVENTURES OR INCIDENTS HE OR SOMEONE HE KNOWS HAS HAD WITH WITCHES, SPIRITS, MONSTERS, DEVILS, OR APPARITIONS; (5) UNDERSTAND AND USE THE VOCABULARY IN THE STORY; (6) EXPRESS HIS VIEWPOINT ON THE FANTASY OR REALITY OF STORIES OR LEGENDS ABOUT WITCHES, APPARITIONS, AND OTHER SUCH THINGS; (7) DEVELOP 3 OR MORE ACTIVITIES GIVEN IN THIS UNIT OR DEVISED BY THE TEACHER; AND (8) CORRECTLY ANSWER THE MAJORITY OF THE FINAL EXAM. THE UNIT CONSISTS OF THE STORY "LA NOCHE DE LAS BRUJAS"; A PRETEST AND POSTTEST; A VOCABULARY LIST; A BRIEF HISTORY OF LA SANTA INQUISICION (A TRIBUNE FORMED DURING MEXICO'S CONQUEST TO CONDEMN ANYONE CHARGED AS BEING A WITCH OR EVIL PERSON); AND SEVERAL SUGGESTED ACTIVITIES. (KM)

ACCESSION NUMBER: ED089913

PUBLICATION DATE: JUL 73

TITLE: OPPORTUNITIES FOR YOUTH IN EDUCATION. FINAL REPORT, 1971-1973.

DESCRIPTOR: ADVISORY COMMITTEES; *COLLEGE PREPARATION; *CURRICULUM DEVELOPMENT; *DROPOUT PREVENTION; ETHNIC STUDIES; EVALUATION TECHNIQUES; FAMILY INVOLVEMENT; HIGH SCHOOL STUDENTS; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL STAFF; *MEXICAN AMERICANS; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *CRYSTAL CITY; OPPORTUNITIES FOR YOUTH IN EDUCATION; OYE; TEXAS

DESCRIPTIVE NOTE: 157P.

THE MAJOR OBJECTIVES OF THIS CRYSTAL CITY, TEXAS PROGRAM WERE DROPOUT PREVENTION, THE DEVELOPMENT OF A RELEVANT CURRICULUM FOR MEXICAN AMERICANS, AND THE ACQUIREMENT OF INNOVATIVE METHODS AND TECHNIQUES FOR THE SUCCESSFUL IMPLEMENTATION OF PROGRAMS DEVELOPED BY THE PROJECT STAFF. THE INITIAL 100 STUDENTS PARTICIPATING IN THE OPPORTUNITIES FOR YOUTH IN EDUCATION (O.Y.E.) PROGRAM WERE PICKED AT RANDOM FROM A LIST OF APPROXIMATELY 300 WHO MET THE GUIDELINES. TWENTY-FIVE SOPHOMORES AND 25 JUNIORS RECEIVED A STIPEND AND PROGRAM SERVICES. ANOTHER GROUP OF 25 SOPHOMORES AND 25 JUNIORS RECEIVED ONLY THE SERVICES. A CONTROL GROUP WAS PICKED AT RANDOM FROM THE REMAINING LIST OF STUDENT APPLICANTS. A "SCHOOL WITHIN A SCHOOL' WAS SET UP FOR THE O.Y.E. STUDENTS WITH A STAFF OF 5 TEACHERS WHO TAUGHT MATH, SCIENCE, ENGLISH, SPANISH, AND SOCIAL STUDIES IN THE MORNING. THE STUDENTS WERE IN THE REGULAR SCHOOL PROGRAM DURING THE AFTERNOONS. EVALUATION OF THE PROGRAM CONSISTED OF UNDOCUMENTABLE RESULTS ALONG WITH STATISTICS ON THE AMEX EVALUATION REPORT, GRADES, ATTENDANCE, DROPOUT/RETENTION RATE, COLLEGE ORIENTATION RESULTS, AND THE TESTING PROGRAM RESULTS. (PS)

ACCESSION NUMBER: ED089929

PUBLICATION DATE: APR 74

TITLE: COUNTING THE FORGOTTEN: THE 1970 CENSUS COUNT OF SPANISH SPEAKING BACKGROUND IN UNITED STATES. A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS.

PERSONAL AUTHOR: TARONJI, JAIME, JR.

DESCRIPTOR: *CENSUS FIGURES; *CIVIL RIGHTS; DEMOGRAPHY; EMPLOYEES; EQUAL PROTECTION; ETHNIC GROUPS; FEDERAL PROGRAMS; *INVESTIGATIONS; METHODOLOGY; MINORITY GROUPS; NON ENGLISH SPEAKING; POPULATION TRENDS; *SPANISH SPEAKING; STATISTICAL DATA; TECHNIQUES; *VALIDITY; VOTING RIGHTS

IDENTIFIER: *BUREAU OF THE CENSUS

DESCRIPTIVE NOTE: 120P.

THE REPORT QUESTIONS WHETHER THERE IS EVIDENCE TO INDICATE A SIGNIFICANT UNDERCOUNT OF THE SPANISH SPEAKING BACKGROUND POPULATION IN THE UNITED STATES IN THE 1970 CENSUS AND WHETHER THE UNDERCOUNT, IF ANY, WAS DUE TO THE U.S. CENSUS BUREAU'S METHODOLOGY, INCLUDING ITS COLLECTION TECHNIQUES. THE REPORT ALSO NOTES THAT THESE ISSUES ARE NOT UNIQUE TO PERSONS OF SPANISH SPEAKING BACKGROUND. DATA INCLUDES: (1) IMPORTANT ISSUES OF CENSUS DATA, SUCH AS VOTING RIGHTS, FEDERALLY ASSISTED PROGRAMS, AND EQUAL EMPLOYMENT OPPORTUNITIES; (2) THE BUREAU'S ESTIMATES OF POPULATION UNDERCOUNTS; (3) INDICATIONS OF A SPANISH SPEAKING BACKGROUND UNDERCOUNT, ALSO COVERING THE BLACK UNDERCOUNT AND INDEPENDENT REPORTS AND SURVEYS; (4) THE BUREAU'S METHODOLOGY AND DATA COLLECTION, ESPECIALLY FIELD COLLECTION TECHNIQUES, BILINGUAL OR SPANISH QUESTIONNAIRES, AND METHODS OF IDENTIFYING PERSONS OF SPANISH SPEAKING BACKGROUND; AND (5) BUREAU OF CENSUS EMPLOYMENT FOR COMMUNITY EDUCATION SPECIALISTS, CENSUS ENUMERATORS, AND GENERAL EMPLOYMENT. THE REPORT FOUND THAT, WHILE IT IS CLEAR THAT IN THE 1970 CENSUS THE BUREAU'S EFFORTS TO ENUMERATE PERSONS OF SPANISH SPEAKING BACKGROUND WERE GREATER THAN IN ANY PREVIOUS CENSUS, THEY WERE NOT WELL THOUGHT OUT AND, AS A RESULT, WERE INADEQUATE. THERE IS STRONG EVIDENCE THAT THE SPANISH SPEAKING BACKGROUND POPULATION WAS UNDERCOUNTED SUBSTANTIALLY. THE DOCUMENTATION LIES ESPECIALLY IN THE BUREAU'S UNDERCOUNT OF BLACKS, ITS METHODOLOGY FOR THE COLLECTION OF DATA, AND MYRIAD INDEPENDENT SURVEYS AND REPORTS. EIGHT RECOMMENDATIONS AND A LISTING OF SELECTED SOURCES END THE DOCUMENT. (KM)

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ACCESSION NUMBER: ED090111

PUBLICATION DATE: 72

TITLE: A GUIDE TO MATERIALS FOR ETHNIC STUDIES. REVISED.

PERSONAL AUTHOR: ONCUYE, WENDY

DESCRIPTOR: AFRICAN AMERICAN STUDIES: AFRICAN LITERATURE: *AMERICAN CULTURE: AMERICAN INDIANS: ASIAN STUDIES: *BIBLIOGRAPHIES: CHINESE AMERICANS: *CULTURAL EDUCATION: ESKIMOS: *ETHNIC STUDIES: FILIPINO AMERICANS: HIGHER EDUCATION: JAPANESE AMERICANS: LIBRARY COLLECTIONS: MEXICAN AMERICAN HISTORY: MEXICAN AMERICANS: *MINORITY GROUPS: SPANISH AMERICAN LITERATURE

DESCRIPTIVE NOTE: 178P.

THE GUIDE, A REVISION OF THE ONE ISSUED IN WINTER 1971, LISTS ETHNIC STUDIES MATERIALS IN THE LEARNING RESOURCES CENTER OF SHORELINE COMMUNITY COLLEGE, SEATTLE, WASHINGTON. THE BIBLIOGRAPHY WAS COMPILED TO HELP STUDENTS LOCATE ETHNIC MATERIALS, AND AS A TOOL TO HELP THE LIBRARY ASSESS ITS COLLECTION. MOST MATERIALS CITED WERE PUBLISHED IN THE 60'S AND 70'S. THE BIBLIOGRAPHY IS ARRANGED ALPHABETICALLY BY SUBJECT IN THE FOLLOWING ETHNIC GROUPS: AFRO-AMERICANS; ASIAN-AMERICANS; MEXICAN-AMERICANS; AND NATIVE-AMERICANS. THE AFRO-AMERICAN MATERIALS COMPRISE ABOUT ONE-HALF OF THE GUIDE. WITHIN EACH ETHNIC GROUP THE LISTING IS BY TYPE OF MATERIAL AND INCLUDES REFERENCE MATERIALS, BOOKS AND MICROFORMS, PERIODICALS AND NEWSPAPERS, AND MEDIA MATERIALS. WORKS ON AFRICA AND MEXICO ARE LISTED SEPARATELY. A SECTION ON GENERAL WORKS WHICH PERTAIN TO ALL ETHNIC GROUPS AND RACE RELATIONS IS ALSO PROVIDED. INFORMATION FOR EACH ITEM CITED CONSISTS OF AUTHOR, PUBLISHING COMPANY, DATE AND DEWEY DECIMAL CLASSIFICATION NUMBER. (RM)

ACCESSION NUMBER: ED090147

PUBLICATION DATE: APR 74

TITLE: A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND CHICANOS.

PERSONAL AUTHOR: LEYBA, CHARLES

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; CULTURAL PLURALISM; *MEXICAN AMERICANS; MINORITY GROUPS; *MINORITY GROUP TEACHERS; *SPANISH AMERICANS; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 17P.

THIS BIBLIOGRAPHY CONSISTS OF 25 CITATIONS OF DOCUMENTS REPORTED IN "RESEARCH IN EDUCATION," ALL OF THEM DEALING WITH TEACHER EDUCATION ASPECTS OF CHICANO EDUCATION. EACH ENTRY INCLUDES INFORMATION ON THE AUTHOR, TITLE, PUBLISHER, DATE OF PUBLICATION, NUMBER OF PAGES, AVAILABILITY FROM THE ERIC DOCUMENT REPRODUCTION SERVICE OR THE PUBLISHER, AND AN ABSTRACT. (MBM)

ACCESSION NUMBER: ED090154

PUBLICATION DATE: 74

TITLE: CREATIVITY AND THE CULTURALLY DIFFERENT.

PERSONAL AUTHOR: LINDBERG, DORMALEE H.

DESCRIPTOR: AMERICAN INDIANS; CREATIVE ACTIVITIES; *CREATIVITY; *CULTURAL DIFFERENCES; *CULTURALLY DISADVANTAGED; *DISADVANTAGED GROUPS; *INDIVIDUAL DIFFERENCES; NEGROES; SPANISH SPEAKING

DESCRIPTIVE NOTE: 5P.

THIS DOCUMENT DEALS WITH NURTURING CREATIVITY IN THE CULTURALLY DIFFERENT. IT BEGINS BY POINTING OUT THAT EVERY PERSON HAS A UNIQUE SET OF EXPERIENCES AND COULD THEREFORE BE CONSIDERED "CULTURALLY DIFFERENT". THE SAME METHODS ARE USED TO ENCOURAGE CREATIVITY IN THOSE COMMONLY LABELLED "CULTURALLY DIFFERENT" AS ARE USED WITH ANY INDIVIDUAL. IF ACTIVITIES ARE TO CATCH THE INTEREST AND IMAGINATIONS OF A DIVERGENT GROUP OF YOUNG PEOPLE, THEY MUST BOTH APPEAR RELEVANT TO THE STUDENTS AND GET THE STUDENTS INVOLVED IN THE LEARNING PROCESS. SOME ACTIVITIES THAT ACCOMPLISH THESE THINGS ARE SUGGESTED. THEY INCLUDE THE USE OF MUSIC, ART, POETRY, TEACHER- AND STUDENT-MADE MATERIALS, PUZZLES, COOKING, AND FIELD TRIPS. A GAME TO GET PEOPLE THINKING ABOUT DIFFERENCES AND LIKENESSES BETWEEN PEOPLE IS ALSO DESCRIBED. (EDC)

ACCESSION NUMBER: ED090172

PUBLICATION DATE: OCT 73

TITLE: AN INVESTIGATION OF TEACHERS' STEREOTYPING BEHAVIOR: THE INFLUENCE OF MODE OF PRESENTATION, ETHNICITY, AND SOCIAL CLASS ON TEACHERS' EVALUATIONS OF STUDENTS.

PERSONAL AUTHOR: ROSENFELD, LAWRENCE B.

DESCRIPTOR: ANGLO AMERICANS; AURAL STIMULI; *MEXICAN AMERICANS; NEGROES; SEMANTIC DIFFERENTIAL; *SOCIAL PSYCHOLOGY; SOCIOECONOMIC BACKGROUND; *STEREOTYPES; *TEACHER ATTITUDES; VISUAL STIMULI

DESCRIPTIVE NOTE: 136P.

THIS STUDY SOUGHT TO ANSWER TWO QUESTIONS: DO TEACHERS STEREOTYPE STUDENTS OF DIFFERENT ETHNIC AND SOCIAL CLASS BACKGROUNDS WHEN USING ACTUAL CLASSROOM EVALUATIVE CRITERIA? WHAT ARE THE RELATIVE EFFECTS OF AUDIO AND VISUAL CUES IN ELICITING TEACHERS' STEREOTYPES? STIMULUS MATERIALS PORTRAYING STUDENTS FROM DIFFERENT ETHNIC AND SOCIAL CLASS BACKGROUNDS WERE PRESENTED TO TEACHER SUBJECTS VIA THREE MODES: AUDIO, VISUAL AND AUDIOVISUAL. TEACHERS EVALUATED STUDENTS USING A SEMANTIC DIFFERENTIAL CONSTRUCTED FROM A RANDOM SAMPLE OF PUBLIC SCHOOL TEACHERS' CRITERIA FOR STUDENT EVALUATION. A THREE-WAY ANALYSIS OF VARIANCE FOR REPEATED MEASURES WAS EMPLOYED TO TEST FOR ANY SIGNIFICANT MAIN EFFECTS FOR ETHNICITY, SOCIAL CLASS, AND PRESENTATION MODE AND FOR POSSIBLE INTERACTION EFFECTS AMONG THESE INDEPENDENT VARIABLES. THE RESULTS OF THIS STUDY CONFIRM RESULTS FROM PREVIOUS STUDIES (SURVEYED IN THIS PAPER) WHICH SHOWED THAT TEACHERS STEREOTYPE ON THE BASIS OF ETHNIC AND SOCIAL CLASS CUES. THEY ALSO CONFIRM EARLIER FINDINGS THAT ETHNIC AND SOCIAL CLASS CUES ARE TRANSMITTED THROUGH BOTH THE AUDIO AND VISUAL MODES AND THAT THE AUDIO MODE PROVIDES MORE INFORMATION FOR MAKING JUDGMENTS. THE STUDY EXTENDS PREVIOUS FINDINGS TO THE CLASSROOM AND CONFIRMS THEIR APPLICABILITY TO TEACHERS' EVALUATIONS OF STUDENTS ON CLASSROOM CRITERIA. (THE FINAL INSTRUMENT USED IN THE STUDY APPEARS AMONG THE APPENDICES. A BIBLIOGRAPHY IS INCLUDED.) (DDP)

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ACCESSION NUMBER: ED090335

PUBLICATION DATE: 70

TITLE: COMPARISON OF PERFORMANCE ON A MENTAL ABILITY TEST OF ENGLISH SPEAKING AND SPANISH SPEAKING CHILDREN IN GRADES TWO AND THREE.

PERSONAL AUTHOR: ANDERSON, GORDON V.; ANDERSON, H. T.

DESCRIPTOR: ABILITY IDENTIFICATION; APTITUDE TESTS; BASIC VOCABULARY; BILINGUAL STUDENTS; *CAUCASIAN STUDENTS; CLASSIFICATION; COGNITIVE ABILITY; *ELEMENTARY SCHOOL STUDENTS; FAMILY INFLUENCE; *INTELLIGENCE DIFFERENCES; NUMBER CONCEPTS; SOCIOECONOMIC STATUS; *SPANISH SPEAKING

IDENTIFIER: *CALIFORNIA; INTERAMERICAN TESTS OF GENERAL ABILITY

DESCRIPTIVE NOTE: 10P.

THE STUDY REPORTED HERE COMPARES THE PERFORMANCE ON A MENTAL ABILITY TEST OF CHILDREN IN GRADES TWO AND THREE FROM HOMES IN WHICH ENGLISH IS THE LANGUAGE SPOKEN WITH THOSE FROM HOMES IN WHICH SPANISH IS THE LANGUAGE USED. DURING THE SPRING SEMESTER, THE INTERAMERICAN TESTS OF GENERAL ABILITY, LEVEL TWO, AND THEIR SPANISH PARALLEL, WERE ADMINISTERED IN A NUMBER OF CENTRAL AND SOUTHERN CALIFORNIA ELEMENTARY SCHOOLS. THE RESEARCH DESIGN PROVIDED THAT PUPILS BE SELECTED FOR THE TESTS "TO REPRESENT FAIRLY (1) THE ENTIRE POPULATION OF SCHOOL CHILDREN FROM HOMES IN WHICH ENGLISH IS THE MAJOR LANGUAGE (ENGLISH SPEAKING), AND (2) THE ENTIRE POPULATION OF CHILDREN FROM HOMES IN WHICH SPANISH IS THE MAJOR LANGUAGE (SPANISH SPEAKING)," WITH ABOUT AN EQUAL NUMBER OF BOYS AND GIRLS. SOCIOECONOMIC LEVELS OF THE SUBJECTS WERE TO BE REPORTED ON THE BASIS OF PARENTS' OCCUPATION. THE STUDENTS WERE SELECTED FROM THE SCHOOLS OR CLASSES WHICH REPRESENTED THE THREE SOCIOECONOMIC LEVELS, BY SYSTEMATIC CHOICE FROM AN ALPHABETICAL LIST. THE INTERAMERICAN TESTS OF GENERAL ABILITY AT LEVEL TWO COMPRISE FOUR SUBTESTS: ORAL VOCABULARY, NUMBER, CLASSIFICATION, AND ANALOGIES. NO READING IS REQUIRED OF THE TESTEES; ALL ITEMS ARE IN PICTORIAL, FIGURAL, OR NUMERICAL FORM. AT BOTH GRADES TWO AND THREE, IT WAS FOUND THAT ENGLISH-SPEAKING CHILDREN ATTAINED HIGHER SCORES THAN SPANISH-SPEAKING CHILDREN FOR TOTAL SCORE AS WELL AS FOR EACH OF THE SUBTESTS. WHEN THE SUBTESTS ARE COMPARED IT BECOMES EVIDENT THAT THE SUPERIORITY OF THE ENGLISH-SPEAKING CHILDREN IS MOST MARKED ON THE VOCABULARY AND NUMBER SUBTESTS. (AUTHOR/JM)

ACCESSION NUMBER: ED090415

PUBLICATION DATE: 71

TITLE: INSTITUTE IN ADULT BASIC EDUCATION: 1971. FINAL REPORT.

PERSONAL AUTHOR: BARTLEY, DIANA E.; JAMES, CARL

DESCRIPTOR: *ADULT BASIC EDUCATION; BILINGUAL TEACHERS; BLACK COMMUNITY; EDUCATIONALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); ENGLISH INSTRUCTION; FOLLOWUP STUDIES; *INSTITUTES (TRAINING PROGRAMS); *MICROTEACHING; SOCIALLY DISADVANTAGED; SPANISH SPEAKING; *TEACHER EDUCATION; TEACHER PROGRAMS; TEACHER SUPERVISION

IDENTIFIER: *TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES; TESOL

DESCRIPTIVE NOTE: 232P.; FOR RELATED DOCUMENTS, SEE CE 001 491 AND 492

THE IMMEDIATE PURPOSE OF THE 1971 ADULT BASIC EDUCATION INSTITUTE WAS THE TRAINING OR RETRAINING OF TEACHERS IN ENGLISH AS A SECOND DIALECT OR ENGLISH AS A FOREIGN LANGUAGE TO INNER-CITY ADULTS WITH AN EDUCATIONAL EQUIVALENCY OF EIGHTH GRADE OR LESS. THE INSTITUTE INVOLVED 96 PARTICIPANTS (72 TEACHERS AND 24 SUPERVISORS) IN A PROGRAM SENSITIZING THEM TO THE LINGUISTIC FACTORS AS WELL AS THE SOCIAL CONDITIONS WHICH MAKE UP THEIR TEACHING ENVIRONMENTS. TEACHERS AND SUPERVISORS WERE GROUPED ACCORDING TO ONE OF THREE INTERRELATED AREAS: ENGLISH AS A SECOND DIALECT (BLACK), ENGLISH AS SECOND DIALECT (SPANISH), OR ENGLISH AS A FOREIGN LANGUAGE. THE PROGRAM WAS THE FIRST ATTEMPT TO BRING TOGETHER A GROUP OF NATIONALLY KNOWN LINGUISTICS AND TESOL SPECIALISTS AND EXPERTS IN TEACHER TRAINING THROUGH MICROTEACHING PROCEDURES. WORK IN LECTURE-PRACTICUM SESSIONS PROVIDED BACKGROUND IN LINGUISTIC, CULTURAL, AND HISTORICAL AREAS WHILE WORKSHOPS CENTERED ON DISCUSSION OF CURRICULAR PROBLEMS AND THE WRITING OF ORIGINAL CURRICULUM MATERIALS. SUMMATIVE EVALUATION INCLUDED PROGRESS EVALUATION, QUESTIONNAIRE, EVALUATOR OBSERVATIONS, AND A FOLLOW-UP STUDY. A MAJOR CONTRIBUTION OF THE INSTITUTE WOULD BE DEVELOPMENT OF LEADERSHIP POTENTIAL INDICATED BY THE FOLLOW-UP STUDY. APPENDIXES CONSIST OF APPROXIMATELY 40 PAGES. (EA)

42

ACCESSION NUMBER: ED090416

PUBLICATION DATE: 72

TITLE: INSTITUTE IN ADULT BASIC EDUCATION: A MODEL PROGRAM 1972. FINAL REPORT.

PERSONAL AUTHOR: BARTLEY, DIANA E.

DESCRIPTOR: *ADULT BASIC EDUCATION; BILINGUAL TEACHERS; BLACK COMMUNITY; EDUCATIONALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); ENGLISH INSTRUCTION; FOLLOWUP STUDIES; *INSTITUTES (TRAINING PROGRAMS); *MICROTEACHING; SOCIALLY DISADVANTAGED; SPANISH SPEAKING; *TEACHER EDUCATION; TEACHER PROGRAMS; TEACHER SUPERVISION

IDENTIFIER: *TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES; TESOL

DESCRIPTIVE NOTE: 211P.; FOR RELATED DOCUMENTS, SEE CE 001 490, CE 001 492

THE IMMEDIATE PURPOSE OF THE 1972 ADULT BASIC EDUCATION INSTITUTE, A TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGE PROJECT, AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE WAS THE TRAINING OR RETRAINING OF TEACHERS IN ENGLISH AS A SECOND DIALECT OR ENGLISH AS A FOREIGN LANGUAGE TO INNER-CITY ADULTS WITH AN EDUCATIONAL EQUIVALENCY OF EIGHTH GRADE OR LESS. THE INSTITUTE INVOLVED 48 PARTICIPANTS IN A PROGRAM OF TEACHER TRAINING AND SUPERVISION TO SENSITIZE THEM TO THE LINGUISTIC FACTORS AS WELL AS THE SOCIAL CONDITIONS WHICH MAKE UP THEIR TEACHING ENVIRONMENTS. TEACHERS AND SUPERVISORS WERE GROUPED ACCORDING TO ONE OF THREE INTERRELATED AREAS: ENGLISH AS SECOND DIALECT (BLACK), ENGLISH AS A SECOND DIALECT (SPANISH), OR ENGLISH AS A FOREIGN LANGUAGE. THE INSTRUCTIONAL PROGRAM INCLUDED MICROTEACHING EXPERIENCES DEVOTED TO REFINEMENT OF TECHNICAL SKILLS, LECTURE-PRACTICUM SESSIONS PROVIDING LINGUISTIC/CULTURAL/HISTORICAL BACKGROUND, AND WORKSHOPS TO EXPAND CURRICULUM MATERIALS AND PROJECTS. THE 75-PAGE APPENDIX IS MADE UP OF DISSEMINATION, FOLLOW-UP, PUBLICITY, PARTICIPANT, AND EXHIBIT INFORMATION. FOLLOW-UP QUESTIONNAIRES RATED WORKSHOPS AND MICROTEACHING AS HIGHEST ASPECTS OF THE PROGRAM. AN OUTLINE SUMMARY OF INTERVIEWS AND FOLLOW-UP VISITS IS INCLUDED TO SHOW LEADERSHIP DEVELOPMENT AND THE IMPLEMENTATION OF INSTITUTE TRAINING, IDEAS, AND MATERIALS. (EA)

ACCESSION NUMBER: ED090417

PUBLICATION DATE: 73

TITLE: STAFF DEVELOPMENT MICROTEACHING WORKSHOP IN ADULT BASIC EDUCATION-TESOL: A REGION V PROJECT. FINAL REPORT.

PERSONAL AUTHOR: BARTLEY, DIANA E.

DESCRIPTOR: *ADULT BASIC EDUCATION; BILINGUAL TEACHERS; BLACK COMMUNITY; EDUCATIONALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); ENGLISH INSTRUCTION; FOLLOWUP STUDIES; *MICROTEACHING; SOCIALLY DISADVANTAGED; SPANISH SPEAKING; *TEACHER EDUCATION; TEACHER PROGRAMS; TEACHER SUPERVISION; *TEACHER WORKSHOPS

IDENTIFIER: *TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES; TESOL

DESCRIPTIVE NOTE: 110P.; FOR RELATED DOCUMENTS, SEE CE 001 490 AND 491; REPRODUCED FROM BEST AVAILABLE COPY

THE IMMEDIATE PURPOSE OF THE 1973 TRI-STATE (ILLINOIS, INDIANA, WISCONSIN) ADULT BASIC EDUCATION WORKSHOP, A TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROJECT, AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE (FOUR AND ONE-HALF DAYS) WAS THE TRAINING OR RETRAINING OF TEACHERS IN ENGLISH AS A SECOND DIALECT OR ENGLISH AS A FOREIGN LANGUAGE TO ADULTS WITH AN EDUCATIONAL EQUIVALENCY OF EIGHTH GRADE OR LESS. THE WORKSHOPS INVOLVED 35 PARTICIPANTS IN A PROGRAM SENSITIZING THEM TO THE LINGUISTIC FACTORS AS WELL AS THE SOCIAL CONDITIONS WHICH MAKE UP THEIR TEACHING ENVIRONMENTS. MICROTEACHING SESSIONS FORMED THE CORE OF THE WORKSHOP. ALSO OFFERED WERE LECTURE-DISCUSSION SESSIONS AND SEMINARS. THE WORKSHOP PROGRAM APPLIED THE NATIONAL PROGRAM'S SEMINARS IN APPLIED LINGUISTICS, HISTORY, AND CULTURE TO A REGIONAL LEVEL. EVALUATION INDICATED THE WORKSHOP TO BE A SUCCESSFUL AND SATISFYING EXPERIENCE. FUTURE MODIFICATIONS SEEMED TO BE DIRECTED TOWARD CREATING A MORE PRACTICAL CULTURAL WORKSHOP, APPROXIMATELY ONE-THIRD OF THE DOCUMENT CONSISTS OF APPENDIXES. (EA)

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ACCESSION NUMBER: ED090743

PUBLICATION DATE: MAR 74

TITLE: ANALYSIS OF GIFTEDNESS IN MEXICAN AMERICAN CHILDREN AND DESIGN OF A PROTOTYPE IDENTIFICATION INSTRUMENT.

PERSONAL AUTHOR: BERNAL, ERNEST M., JR.; REYNA, JOSEPHINE

DESCRIPTOR: *ABILITY IDENTIFICATION; *BEHAVIOR RATING SCALES; COMMUNITY ATTITUDES; CULTURAL FACTORS; DISADVANTAGED YOUTH; *EXCEPTIONAL CHILD RESEARCH; *GIFTED; KINDERGARTEN; *MEXICAN AMERICANS; MINORITY GROUPS; PRIMARY GRADES; SURVEYS; TALENT IDENTIFICATION; TEST CONSTRUCTION

DESCRIPTIVE NOTE: 93P.

CULTURAL COMMUNITY BASED DEFINITIONS OF GIFTEDNESS WERE OBTAINED IN SURVEY INTERVIEWS WITH 300 MEXICAN AMERICANS IN THREE TEXAS CITIES AND INCORPORATED INTO A BEHAVIOR RATING SCALE AND AN ADJECTIVAL SCALE (FOR PARENTS) TO IDENTIFY THE GIFTED AND TALENTED AMONG 108 BILINGUAL MEXICAN AMERICAN CHILDREN IN KINDERGARTEN-GRADE 3. THE CHILDREN WERE NOMINATED BY TEACHERS AND ADMINISTERED THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN; THE TORRANCE TESTS OF CREATIVE THINKING, VERBAL AND FIGURAL FORM A; AND THE DE AVILA CARTOON CONSERVATION SCALES. FIFTY-FOUR CHILDREN WERE RATED ON THE BEHAVIOR AND ADJECTIVAL SCALES BY PARENTS. THIRTY-FOUR CHILDREN WERE JUDGED GIFTED ACCORDING TO RESULTS ON AT LEAST ONE OF THE FIVE TESTS. PARENTALLY RATED SCALES WERE AVAILABLE FOR 22 OF THE 34 GIFTED STUDENTS. SOME OF THE RESULTS FROM INTERVIEWS REVEALED THAT MEXICAN AMERICANS BELIEVE GIFTEDNESS REQUIRES VERVE AND STYLE AS WELL AS INTELLIGENCE; AND THAT THE GIFTED DISPLAY TRAITS SUCH AS USING IMAGINATION FREELY, BEING MORE ACTIVE AND AWARE, AND ASSOCIATING MORE WITH ADULTS. MULTIVARIATE DISCRIMINATE ANALYSIS OF THE 43-ITEM BEHAVIORAL RATING SCALE INDICATED SIGNIFICANT DIFFERENTIATION BETWEEN THE GIFTED AND NONGIFTED GROUPS. INDIVIDUAL ITEMS ON THE BEHAVIOR RATING AND ADJECTIVAL SCALES ALSO DISCRIMINATED BETWEEN THE TWO GROUPS. (INCLUDED ARE ORIGINAL AND REVISED VERSIONS OF THE BEHAVIOR RATING SCALE AND THE ADJECTIVAL SCALES, A SUMMARY OF TECHNIQUES FOR IDENTIFYING GIFTED MINORITY CHILDREN, AND THE COMMUNITY SURVEY IN ENGLISH AND SPANISH.) (MC)

ACCESSION NUMBER: ED090968

PUBLICATION DATE: MAR 74

TITLE: CARRASCOLENDAS: A FORMATIVE EVALUATION.

PERSONAL AUTHOR: LAOSA, LUIS M.

DESCRIPTOR: ANGLO AMERICANS; ATTENTION; BILINGUAL STUDENTS; COMPREHENSION; CUBANS; *EDUCATIONAL TELEVISION; *ELEMENTARY SCHOOL STUDENTS; EYE MOVEMENTS; FORMATIVE EVALUATION; MEXICAN AMERICANS; *PROGRAM EVALUATION; PROGRAMING (BROADCAST); PUERTO RICANS; RETENTION; *SPANISH SPEAKING; TELEVISION RESEARCH; *TELEVISION VIEWING

IDENTIFIER: *CARRASCOLENDAS; PHYSICAL MODELING; VERBAL MODELING

DESCRIPTIVE NOTE: 203P.

A FORMATIVE RESEARCH PROJECT SOUGHT TO TEST VIEWER REACTIONS TO TWO PILOT PROGRAMS OF THE CARRASCOLENDAS SERIES. A TOTAL OF 360 PUERTO RICAN-AMERICAN, CUBAN-AMERICAN, MEXICAN-AMERICAN, AND ANGLO-AMERICAN CHILDREN IN GRADES 1, 2, AND 3 WERE OBSERVED AS THEY WATCHED THE PROGRAMS. RESULTS INDICATED THAT THERE WAS HIGH EYE CONTACT DURING THE PRESENTATION AND THAT VIEWERS FREQUENTLY SMILED AND LAUGHED. VERBAL MODELING, PHYSICAL MODELING, AND PROGRAM-RELATED VERBALIZATIONS WERE RELATIVELY INFREQUENT. POSTTESTS SHOWED THAT, ON THE AVERAGE, STUDENTS COMPREHENDED AND RECALLED TWO-THIRDS OF THE MATERIAL. GIRLS MANIFESTED MORE EYE CONTACT THAN BOYS, AND EYE CONTACT WAS FOUND TO BE CORRELATED POSITIVELY WITH THE INDIVIDUAL'S LEVEL OF PERCEPTUAL-COGNITIVE DEVELOPMENT AND WITH COMPREHENSION AND RECALL, BUT NEGATIVELY WITH VERBALIZATION AND MODELING. IN ADDITION, SIGNIFICANT INTER GROUP DIFFERENCES WERE DISCOVERED FOR THE VARIABLES OF EYE CONTACT, VERBAL MODELING, SMILES, AND LAUGHTER. (PB)

ACCESSION NUMBER: ED091073

PUBLICATION DATE: 30 SEP 72

TITLE: PROGRAMS OF MODEL DAY CARE CHILD DEVELOPMENT CENTERS FOR MEXICAN AMERICANS, NATIVE AMERICANS, AND PUERTO RICANS.

DESCRIPTOR: AMERICAN INDIAN CULTURE: *BICULTURALISM: *BILINGUAL EDUCATION: CULTURAL FACTORS: CULTURE CONFLICT: *DAY CARE SERVICES: EARLY CHILDHOOD EDUCATION: FAMILY ENVIRONMENT: LATIN AMERICAN CULTURE: MEXICAN AMERICANS: *PROGRAM IMPROVEMENT: *SCHOOL COMMUNITY RELATIONSHIP

DESCRIPTIVE NOTE: 292P.: PAGES 135-164 HAVE BEEN FILMED FROM BEST AVAILABLE COPY

THIS EXPLORATORY STUDY IS THE RESULT OF A JOINT EFFORT OF THREE BILINGUAL COMMUNITIES IN THE UNITED STATES (NATIVE AMERICANS, CHICANOS, AND PUERTO RICANS), TO IDENTIFY FACTORS CONTRIBUTING TO THE EFFECTIVENESS OF DAY CARE CHILD DEVELOPMENT PROGRAMS AND TO DELINEATE THE NEEDS OF THOSE SERVING BILINGUAL BICULTURAL CHILDREN. THE REPORT IS DIVIDED INTO THREE SECTIONS WHICH SEPARATELY ANALYZE SELECTED BILINGUAL BICULTURAL, DAY CARE PROGRAMS. GENERAL RECOMMENDATIONS ARE TO: (1) BUILD ON THE STRENGTHS OF THE FAMILY CULTURAL LIFE STYLES, (2) MAINTAIN THE HOME LANGUAGE AND CULTURE, (3) CENTER DECISION-MAKING RESPONSIBILITY IN THE PARENTS OF THE CHILDREN IN THE PROGRAM, (4) DEVELOP STAFFING PATTERNS WHICH REFLECT THE ENROLLMENT OF THE CHILDREN ON A PARITY BASIS, AND (5) REJECT CURRICULUM MODELS WHICH ATTEMPT ASSIMILATION THROUGH INTEGRATION THEORIES. BASICALLY, THIS REPORT CALLS FOR THE UTILIZATION OF THE RICH CULTURE AND LANGUAGE OF THE HOME ENVIRONMENT IN ANY BILINGUAL, BICULTURAL, EARLY CHILDHOOD EDUCATION PROGRAM. (CS)

ACCESSION NUMBER: ED091075

PUBLICATION DATE: FEB 74

TITLE: BILINGUAL EDUCATION FOR SPANISH-SPEAKING CHILDREN: AN ABSTRACT BIBLIOGRAPHY.

PERSONAL AUTHOR: SPENCER, MIMA, COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; ENGLISH (SECOND LANGUAGE); LANGUAGE INSTRUCTION; MIGRANT CHILD EDUCATION; PROGRAM DESCRIPTIONS; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 45P.

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 86 DOCUMENT AND JOURNAL REFERENCES LISTED IN "RESEARCH IN EDUCATION (RIE)" AND IN "CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)." INCLUDED ARE REFERENCES RELATED TO PROGRAMS, ISSUES, MATERIALS, AND METHODOLOGY INVOLVED IN BILINGUAL TEACHING. (SET)

AVAILABILITY: PUBLICATIONS OFFICE/I.R.E.C., COLLEGE OF EDUCATION, UNIVERSITY OF ILLINOIS, 805 WEST PENNSYLVANIA AVENUE, URBANA, ILLINOIS 61801 (CATALOG NO. 104, $1.00)

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ACCESSION NUMBER: ED091082

PUBLICATION DATE: 1 SEP 73

TITLE: POLICY, PROGRAMS AND RESEARCH IN CHILD DEVELOPMENT: A REVIEW AND ASSESSMENT FROM A MINORITY PERSPECTIVE. FINAL REPORT.

PERSONAL AUTHOR: HALL, WILLIAM S.; AND OTHERS

DESCRIPTOR: *CHILD DEVELOPMENT; EARLY CHILDHOOD EDUCATION; INTELLIGENCE; LANGUAGE DEVELOPMENT; MINORITY GROUPS; NEGROES; *POLICY FORMATION; *PROGRAM PLANNING; RACE RELATIONS; *RACIAL FACTORS; *RACISM; SELF CONCEPT; SPANISH AMERICANS

DESCRIPTIVE NOTE: 285P.

MINORITY PERSPECTIVES ON POLICY FORMATION, PROGRAMS, AND RESEARCH IN CHILD DEVELOPMENT ARE PRESENTED IN THIS REPORT, WHICH IS DIVIDED INTO FOUR MAIN SECTIONS. THE FIRST SECTION PROVIDES A THEORETICAL REVIEW OF THE CONCEPTS OF RACISM IN GENERAL AND INSTITUTIONAL RACISM IN PARTICULAR. IT DEFINES INSTITUTIONAL RACISM AND DISCUSSES THE FUNCTION OF INSTITUTIONS. THE SECOND SECTION DISCUSSES THE IMPACT OF INSTITUTIONAL RACISM ON POLICY FORMATION IN THE AREA OF CHILD DEVELOPMENT. THE THIRD SECTION, BASED ON THE EMPIRICAL FINDINGS OF THE AUTHORS, DESCRIBES THE IMPACT OF INSTITUTIONAL RACISM UPON THE OUTCOME OF CHILD DEVELOPMENT PROGRAMMING, SUGGESTS NEW APPROACHES FOR THE EVALUATION OF PROGRAMMING CONSEQUENCES, AND MAKES RECOMMENDATIONS FOR INCREASING FEDERAL PROGRAM BENEFITS FOR MINORITY GROUPS. THE LAST SECTION EXAMINES THE FUNDAMENTAL ASSUMPTIONS UNDERLYING SOME OF THE CURRENT RESEARCH IN CHILD DEVELOPMENT (PARTICULARLY IN RELATIONSHIP TO BLACK CHILD DEVELOPMENT) IN THESE AREAS: SELF CONCEPT, LANGUAGE BEHAVIOR, AND INTELLIGENCE. (SET)

ACCESSION NUMBER: ED091086

PUBLICATION DATE: NOV 73

TITLE: DIA DE DAR GRACIAS. MODULO NIVEL PRIMARIO. (DAY TO GIVE THANKS. MODULE PRIMARY LEVEL.)

PERSONAL AUTHOR: ESPINOZA, DELIA; LOPEZ, SANTIAGO, III

DESCRIPTOR: ACTIVITIES; AMERICAN INDIANS; ANCIENT HISTORY; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; FOOD; FOREIGN LANGUAGE BOOKS; HARVESTING; HISTORY; *MEXICAN AMERICANS; *PRIMARY GRADES; SOCIAL STUDIES UNITS; SPANISH SPEAKING; VOCABULARY

IDENTIFIER: *DIA DE DAR GRACIAS; THANKSGIVING

DESCRIPTIVE NOTE: 30P.; IN SPANISH

DIA DE DAR GRACIAS (THANKSGIVING) IS THE SUBJECT OF THIS PRIMARY LEVEL UNIT. THE UNIT OBJECTIVES ARE TO: (1) KNOW ABOUT EL DIA DE DAR GRACIAS AS IT IS CELEBRATED IN THE UNITED STATES; (2) KNOW HOW THE MAYAS CELEBRATED IT; (3) UNDERSTAND THE CONTEXT OF THE STORIES IN THE UNIT; (4) KNOW ABOUT THE MAIN FOOD USED, THE TURKEY; (5) DISTINGUISH OTHER PEOPLES' CUSTOMS FROM THOSE OF THIS COUNTRY; (6) DEVELOP A MINIMUM OF 3 ACTIVITIES ON THE THANKSGIVING THEME; AND (7) ANSWER THE MAJOR PART OF THE FINAL EXAM. THE UNIT CONSISTS OF A BRIEF HISTORY OF HOW THE MAYAS, ALONG WITH THE ANCIENT GREEKS, ROMANS, AND CELTS, HAD CELEBRATIONS TO GIVE THANKS FOR THEIR HARVEST BEFORE THE PILGRIMS DID; THE STORY "GUIVITO EL GUAJOLOTE"; A VOCABULARY LIST; A PRETEST AND A POSTTEST; SUGGESTED ACTIVITIES; AND A FORM FOR TEACHER EVALUATION. (NQ)

ACCESSION NUMBER: ED091087

PUBLICATION DATE: NOV 73

TITLE: EL DIA DE LOS MUERTOS -- LIBRETO. (THE DAY OF THE DEAD -- NOTEBOOK.)

PERSONAL AUTHOR: ESPINOZA, DELIA; LOPEZ, SANTIAGO, III

DESCRIPTOR: BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; *DEATH; FOREIGN LANGUAGE BOOKS; *HISTORY; *MEXICAN AMERICANS; MEXICANS; RELIGIOUS FACTORS; SATIRE; SOCIAL FACTORS; SOCIAL STUDIES UNITS; SPANISH SPEAKING

IDENTIFIER: *DIA DE LOS MUERTOS

DESCRIPTIVE NOTE: 12P.; IN SPANISH

ON NOVEMBER 2, ALL MEXICAN AMERICANS REMEMBER THEIR DEAD AS MEXICO DOES ON THAT SAME DAY. CALLED "EL DIA DE LOS MUERTOS" (DAY OF THE DEAD), THE DEAD ARE REMEMBERED POSTHUMOUSLY WITH FLOWERS, CANDLES, MUSIC, PRAYERS, CHANTS, AND WREATHS. THE PEOPLE GO TO CEMETERIES TO CLEAN TOMBS, LAY FRESH OR ARTIFICIAL FLOWERS ON THEM, AND PRAY FOR PEACE FOR EACH SOUL. SOME PERSONS TAKE A PRIEST WHO SAYS MASSES TO HELP THE DEAD REST IN PEACE. DIA DE LOS MUERTOS ALSO HAS SOME AMUSING FEATURES SUCH AS "CLAVERAS" WHICH ARE SATIRICAL AND MOCKING VERSES ADDRESSED TO WELL-KNOWN PERSONS OR GROUPS IN PUBLIC LIFE, DANCING SKELETONS ON STICKS WITH CLAY FACES AND LIMBS, AND SUGAR SKULLS. EXAMPLES OF SEVERAL "CLAVERAS" ARE GIVEN. (NQ)

ACCESSION NUMBER: ED091088

PUBLICATION DATE: - 73

TITLE: LA CELEBRACION DE NAVAIDAD. PARA LA SECUNDARIA. (THE CELEBRATION OF CHRISTMAS, SECONDARY LEVEL.)

PERSONAL AUTHOR: HERRERA, GLORIA: LIZCANO, JEANETTE

DESCRIPTOR: AMERICAN INDIANS; AMERICAN STUDIES; BALLADS; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; FOLK DRAMA; FOOD; FOREIGN LANGUAGE BOOKS; LATIN AMERICAN CULTURE; LITERATURE; *MEXICAN AMERICANS; MEXICANS; POETRY; *SECONDARY SCHOOL STUDENTS; SOCIAL STUDIES UNITS; SPANISH SPEAKING

IDENTIFIER: CHRISTMAS; *NAVIDAD

DESCRIPTIVE NOTE: 30P.; IN SPANISH

THE CELEBRATION OF NAVIDAD (CHRISTMAS) BY VARIOUS CULTURES IS THE TOPIC OF THIS SECONDARY LEVEL UNIT. UNIT OBJECTIVES ARE THAT THE STUDENT WILL BE ABLE TO DIFFERENTIATE BETWEEN HIS CULTURE'S CHRISTMAS CUSTOMS AND THOSE OF THE DOMINANT CULTURE, AND BE ABLE TO RELATE THEIR ORIGIN. THE CUSTOMS OF MEXICO, PANAMA, AND SOUTH TEXAS ARE DISCUSSED. ALSO INCLUDED ARE: (1) "LAS PASTORELAS", A CHRISTMAS PLAY ABOUT THE SHEPHERDS; (2) THE STORY "THE PURCHASE"; (3) THE POEM, "LA NAVIDAD"; (4) THE SONGS, "LAS POSADAS", "LOS SANTOS REYES", "BULERIAS DE NAVIDAD", "A LA NANITA NANA", "FUM, FUM, FUM ", "NATIVIDAD". "A LA RURRU NINO", AND "LA NOCHE BUENA"; AND (5) RECIPES FOR TAMALES, THE MEAT FOR TAMALES, AND BUNUELOS. (NQ)

ACCESSION NUMBER: ED091089

PUBLICATION DATE: DEC 73

TITLE: MODULO NAVIDENO, NIVEL PRIMARIO. (CHRISTMAS MODULE, PRIMARY LEVEL.)

PERSONAL AUTHOR: ESPINOZA, DELIA; LOPEZ, SANTIAGO, III

DESCRIPTOR: ACTIVITIES; AMERICAN INDIANS; AMERICAN STUDIES; ANGLO AMERICANS; *BICULTURALISM; *BILINGUAL EDUCATION; CREATIVE EXPRESSION; *CULTURAL BACKGROUND; FOREIGN LANGUAGE BOOKS; HISTORY; LEARNING ACTIVITIES; LITERATURE; *MEXICAN AMERICANS; *PRIMARY GRADES; SOCIAL STUDIES UNITS; SPANISH SPEAKING; VOCABULARY

IDENTIFIER: CHICANOS; CHRISTMAS; *NAVIDAD

DESCRIPTIVE NOTE: 139P.; IN SPANISH

FOUR UNITS ARE COMBINED TO FORM THIS PRIMARY LEVEL UNIT ON NAVIDAD (CHRISTMAS). IT DISCUSSES AND COMPARES 3 CULTURES: THE MEXICAN, THE CHICANO, AND THE ANGLO-SAXON. THE UNIT CONSISTS OF: (1) "LA MUNECA MAS BELLA DE WILDROSE", A STORY BY AMADO NERVO WHICH SHOWS CHILDREN'S FEELINGS OF LOVE AND TENDERNESS; (2) THE MEXICAN TALE "EL REGALO", A DETAILED PANORAMA OF A BEAUTIFUL TOWN -- TAXCO (GUERRERO), MEXICO; (3) THE CHICANO TALE, "RECUERDOS" WHICH DEPICTS THE CULTURE THAT IS ENCLOSED IN THE MEXICAN AMERICAN PEOPLE; (4) "EL ANGEL CAIDO", A STORY, ILLUSTRATED BY CHILDREN, WHOSE PRINCIPAL OBJECTIVE IS TO DEMONSTRATE THE CHICANO CHILD'S ART, SENSITIVENESS, AND IMAGINATION; AND (5) A BRIEF HISTORY OF THE ORIGIN OF NAVIDAD, THE POSADAS, AND THE PINATA. OBJECTIVES, A PRETEST AND A POSTTEST, A STORY, A VOCABULARY LIST OF NEW WORDS, AND SOME SUGGESTED ACTIVITIES ARE GIVEN FOR EACH UNIT. THE VOCABULARY, PLACE, PEOPLE, AND HISTORY ARE CHARACTERISTIC OF CHICANISMO; THE STUDENT-TEACHER INTERACTION AND THE FAMILIARITY SHOWN ARE DISTINCT FROM THOSE CHARACTERISTIC OF OTHER RACES. THE ANGLO-SAXON HISTORY SHOWS THEIR WAY OF LIFE AND FEELINGS, WHICH DIFFER GREATLY FROM THOSE OF THE MEXICAN OR CHICANO. (NQ)

ACCESSION NUMBER: ED091091

PUBLICATION DATE: SEP 73

TITLE: MEXICAN AMERICAN, BLACK AND OTHER GRADUATES AND DROPOUTS. A FOLLOW-UP STUDY COVERING 15 YEARS OF CHANGE, 1956-1971. FOURTH IN A FIVE-YEAR SERIES OF FOLLOW-UP STUDIES OF SCHOOL LEAVERS OF EAST SIDE UNION HIGH SCHOOL DISTRICT SAN JOSE, CALIFORNIA .

PERSONAL AUTHOR: BAKER, WILLIAM P.: JENSON, HENRY C.

DESCRIPTOR: *COMPARATIVE STATISTICS; CURRICULUM EVALUATION; *DROPOUT RESEARCH; EMPLOYMENT PATTERNS; FAMILY LIFE; *FOLLOWUP STUDIES; GRADUATE SURVEYS; HIGH SCHOOL GRADUATES; INCOME; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGROES; OCCUPATIONAL INFORMATION; OUT OF SCHOOL YOUTH; QUESTIONNAIRES; TABLES (DATA)

IDENTIFIER: *CALIFORNIA; SAN JOSE

DESCRIPTIVE NOTE: 89P.; FOR RELATED DOCUMENTS, SEE ED 039 087 THROUGH 089

THE FOURTH REPORT IN A SERIES OF 5 YEARLY FOLLOW-UP STUDIES OF A SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA, THE REPORT: (1) ASSISTS THE DISTRICT, AND OTHER DISTRICTS WITH SIMILAR POPULATIONS, IN ASSESSING ORGANIZATION, CURRICULUM, AND GUIDANCE SERVICES BY ETHNICALLY ANALYZED RESPONSES AND (2) COMPARES THE RESULTS OF THIS STUDY WITH THE 3 PREVIOUS STUDIES (SCHOOL YEARS ENDING IN 1956, 1961, AND 1966). STUDY OBJECTIVES DETERMINE: (1) CHARACTERISTICS, ACTIVITIES, AND OPINIONS AND GRADUATES AND DROPOUTS; (2) DIFFERENCES IN PROBLEMS FACED BY MEXICAN AMERICAN, BLACK, AND OTHER GRADUATES AND DROPOUTS AS DETERMINED BY THEIR RESPONSES; AND (3) ASPECTS OF THE CURRICULUM AND GUIDANCE PROGRAM IN WHICH THE DATA SUGGEST NEED FOR MODIFICATION. THE REPORT PRESENTS TABULAR DATA COMPARING GRADUATES AND DROPOUTS WITH COMPARABLE FIGURES FROM THE PREVIOUS STUDIES. A SUMMARY OF FINDINGS, BY STUDY OBJECTIVE, IS GIVEN, ALONG WITH A COPY OF THE QUESTIONNAIRE USED TO OBTAIN STUDY DATA. (NQ)

AVAILABILITY: EAST SIDE UNION HIGH SCHOOL DISTRICT, 12660 NORTH CAPITOL AVENUE, SAN JOSE, CA 95133 ($3.00 POSTAGE PAID)

ACCESSION NUMBER: ED091093

PUBLICATION DATE: APR 74

TITLE: ASPIRATIONS OF CHICANO YOUTH FROM THE TEXAS BORDER REGION: A METROPOLITAN-NONMETROPOLITAN COMPARISON.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.; VENEGAS, MOISES

DESCRIPTOR: ACHIEVEMENT; *ASPIRATION; CULTURAL FACTORS; *EXPECTATION; FAILURE FACTORS; FEMALES; MALES; *MEXICAN AMERICANS; OCCUPATIONAL CHOICE; RESEARCH PROJECTS; RURAL URBAN DIFFERENCES; RURAL YOUTH; SOCIAL MOBILITY; *SOCIAL STATUS; STATISTICAL ANALYSIS; TABLES (DATA); *TEENAGERS; VALUES

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED AT THE 1974 ANNUAL MEETINGS OF THE ROCKY MOUNTAIN SOCIAL SCIENCE ASSOCIATION (EL PASO, TEX., APRIL, 1974)

THE DOCUMENT TESTED THE LEVEL OF GENERALIZATION OF A RECENT CONCLUSION FROM PAST RESEARCH (SEE ED075156) ON NONMETROPOLITAN (NM) SOUTH AND SOUTHWEST TEXAS MEXICAN AMERICAN TEENAGERS: THAT THESE YOUTHS HAVE PREDOMINANTLY HIGH AND STRONG STATUS ASPIRATIONS AND EXPECTATIONS. EARLIER FINDINGS ON NM MEXICAN AMERICAN YOUTH SUPPORTED MERTON'S THESIS THAT ALL TYPES OF YOUTH HAVE HIGH ASPIRATIONS FOR UPWARD SOCIAL MOBILITY. THIS QUESTIONED MUCH OF THE SPECULATIVE ASSERTION THAT MEXICAN AMERICANS SUFFERED IMPEDIMENTS TO SOCIAL MOBILITY DUE TO LOW ACHIEVEMENT ASPIRATIONS DERIVED FROM THE PATTERNS OF VALUES AND BELIEFS LINKED TO THEIR SUBCULTURE. DATA WERE GATHERED FROM 2 SEPARATE STUDIES OF TEXAS MEXICAN AMERICAN YOUTH COMPLETED IN THE PAST 6 YEARS: A 1967 STUDY OF NM YOUTH IN SOUTH TEXAS (KUVLESKY, WRIGHT, AND JUAREZ, 1971) AND A STUDY OF EL PASO YOUTH (VENEGAS, 1973). DIFFERENCES BETWEEN NM AND METROPOLITAN (M) RESPONDENTS WERE FOUND TO BE STATISTICALLY SIGNIFICANT FOR BOTH BOYS AND GIRLS RELATIVE TO SPECIFIC EDUCATIONAL AND OCCUPATIONAL STATUS PROJECTIONS TYPES FOR BOTH ASPIRATIONS AND EXPECTATIONS. IN ADDITION, STATISTICALLY SIGNIFICANT DIFFERENCES EXISTED BETWEEN THE 2 SAMPLES OF MEXICAN AMERICAN YOUTH IN REFERENCE TO INTENSITY OF EDUCATION ASPIRATION AND CERTAINTY OF ATTAINMENT OF EXPECTED OCCUPATIONAL ATTAINMENT. STATISTICAL DATA IS PRESENTED IN 12 TABLES. (KM)

ACCESSION NUMBER: ED091094

PUBLICATION DATE: 9 APR 74

TITLE: THE EFFECT OF PERSONAL AND IMPERSONAL REWARDS ON THE LEARNING PERFORMANCE OF FIELD INDEPENDENT-DEPENDENT MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: ORTIZ, FLORA IDA; MORELAN, STEVE J.

DESCRIPTOR: ASSOCIATIVE LEARNING; BILINGUAL EDUCATION; *COGNITIVE PROCESSES; EDUCATIONAL RESEARCH; ELEMENTARY SCHOOL STUDENTS; ENVIRONMENTAL CRITERIA; INDIVIDUAL CHARACTERISTICS; *LEARNING MOTIVATION; *MEXICAN AMERICANS; *PERCEPTUAL DEVELOPMENT; *PHYSICAL ENVIRONMENT; RESPONSE MODE; REWARDS; ROTE LEARNING

IDENTIFIER: CALIFORNIA; *PORTABLE ROD AND FRAME TEST

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (CHICAGO, ILL., APRIL 15-19, 1974)

THE EFFECT OF COGNITIVE STYLE AND LEARNING CONDITIONS ON THE ROTE VERBAL LEARNING PERFORMANCE OF MEXICAN AMERICAN SUBJECTS CLASSIFIED AS FIELD INDEPENDENT OR FIELD DEPENDENT WAS INVESTIGATED. FIELD DEPENDENT REFERRED TO A STRONG PERCEPTUAL INFLUENCE CAUSED BY THE CONTEXT OR BACKGROUND WHILE FIELD INDEPENDENT REFERRED TO AN ABILITY TO OVERCOME THE INFLUENCE OF A SURROUNDING PERCEPTUAL FIELD. THE SAMPLE CONSISTED OF 44 MEXICAN AMERICAN CHILDREN, 9 1/2 TO 12 YEARS, ENROLLED IN A SOUTHERN CALIFORNIA PUBLIC SCHOOL. THE PORTABLE ROD AND FRAME TEST CLASSIFIED SUBJECTS AS FIELD INDEPENDENT OR DEPENDENT. THE LEARNING COMPONENT CONSISTED OF 3 STAGES: (1) THE RESPONSE LEARNING STAGE, WHICH REFLECTED WHEN THE SUBJECT RECALLED THE RESPONSE AS A UNIT, (2) THE ASSOCIATIVE ONE STAGE, WHICH REFLECTED THE FIRST CORRECT ASSOCIATION BETWEEN STIMULUS AND RESPONSE, AND (3) THE ASSOCIATIVE TWO STAGE, WHICH INDICATED ACTUAL MASTERY OF THE CORRECT ASSOCIATION. THE SUBJECTS WERE TESTED IN A DISTRACTION FREE ROOM WITHIN THE SCHOOL BY MEXICAN AMERICAN EXPERIMENTERS. ONE HALF OF THE SUBJECTS FROM EACH GROUP WERE RANDOMLY ASSIGNED TO ONE OF 2 LEARNING CONDITIONS: PERSONALIZED AND IMPERSONALIZED REWARDS. RESULTS DEMONSTRATED THAT MEXICAN AMERICAN CHILDREN, REGARDLESS OF COGNITIVE STYLE, REQUIRED FEWER TRIALS WHEN PERSONAL REWARDS WERE EMPLOYED. THE PRESENT STUDY FAILED TO REFLECT FIELD INDEPENDENCE/DEPENDENCE AS A MAJOR DIMENSION OF INDIVIDUAL DIFFERENCES. (NQ)

ACCESSION NUMBER: ED091096

PUBLICATION DATE: 72

TITLE: LA FAMILIA DE LA RAZA. (THE FAMILY OF THE RACE.)

PERSONAL AUTHOR: ARMAS, JOSE

DESCRIPTOR: ACTIVISM; *ANGLO AMERICANS; *CROSS CULTURAL STUDIES; *CULTURAL BACKGROUND; DEATH; *FAMILY ROLE; HUMAN DIGNITY; LAND ACQUISITION; LIFE STYLE; MAJORITY ATTITUDES; *MEXICAN AMERICANS; MORAL VALUES; POLITICAL INFLUENCES; SELF CONCEPT; SOCIOCULTURAL PATTERNS; SOCIOECONOMIC INFLUENCES; VALUES

DESCRIPTIVE NOTE: 38P.

CHICANOS IN THIS COUNTRY HAVE BEEN IN A CONSTANT STATE OF STRUGGLE FOR ECONOMIC AND CULTURAL SURVIVAL; YET THE CHICANO'S FAMILY HAS REMAINED THE MOST IMPORTANT PART OF HIS CULTURE. CHICANO VALUES, CUSTOMS, LIFE STYLES, AND LANGUAGE ARE STILL VERY MUCH A PART OF HIS FAMILY. THIS PUBLICATION DISCUSSES THE CHICANO'S FAMILY, COVERING: (1) LA FAMILIA AND THE ROLE IT PLAYS IN THE CHICANO MOVEMENT TODAY; (2) THE EMERGING IDENTITY OF LA RAZA TODAY; (3) THE FUTURE OF LA RAZA AMID A CHANGING ANGLO-DOMINATED SOCIETY; (4) CONCEPTS OF CHICANISMO, CARNALISMO , AND COMPADRAZGO; (5) ANGLO/CHICANO CONTRASTS OF FAMILIA VALUES, PERSPECTIVES OF LIFE/DEATH, AND THE LAND; AND (6) IMPLICATIONS OF FUTURE SHOCK ON LA RAZA. (NQ)

AVAILABILITY: RAZA ASSOCIATES, 2633 GRANITE, N.W., ALBUQUERQUE, NM 87104 ($1.50 EACH; 15% DISCOUNT ON ORDERS OF 10 OR MORE)

ACCESSION NUMBER: ED091099

PUBLICATION DATE: JAN 73

TITLE: NEGLIGENCIA EN LA EDUCACION DE ESTUDIANTES MEXICO-AMERICANOS EN EL DISTRITO ESCOLAR UNIFICADO LUCIA MAR, PISMO BEACH, CALIFORNIA. (EDUCATIONAL NEGLECT OF MEXICAN-AMERICAN STUDENTS IN LUCIA MAR UNIFIED SCHOOL DISTRICT, PISMO BEACH, CALIFORNIA.)

DESCRIPTOR: ADMINISTRATION; AMERICAN HISTORY; *CIVIL RIGHTS; CORRECTIVE INSTITUTIONS; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; DEMONSTRATIONS (CIVIL); *EQUAL EDUCATION; EQUAL OPPORTUNITIES (JOBS); EQUAL PROTECTION; HIGH SCHOOL STUDENTS; INVESTIGATIONS; *MEXICAN AMERICANS; PARENTAL GRIEVANCES; RECRUITMENT; *RURAL AREAS; *STUDENT RIGHTS

IDENTIFIER: CALIFORNIA; COMMISSION ON CIVIL RIGHTS; *LUCIA MAR SCHOOL DISTRICT

DESCRIPTIVE NOTE: 40P.; IN SPANISH

CALIFORNIA STATE ADVISORY COMMITTEE (SAC) OF THE U.S. COMMISSION ON CIVIL RIGHTS HELD HEARINGS IN SANTA MARIA, CALIFORNIA (MAY 20, 1972) TO COLLECT INFORMATION ON CIVIL RIGHTS PROBLEMS OF MEXICAN AMERICAN STUDENTS IN THE LUCIA MAR SCHOOL DISTRICT. MAJOR ISSUES WERE COMMUNITY COMPLAINTS ABOUT THE ARREST OF 26 MEXICAN AMERICAN STUDENTS AND SOME PARENTS WHO PEACEFULLY DEMONSTRATED TO EXPRESS DISSATISFACTION WITH THE TREATMENT GIVEN CHICANO STUDENTS AT ARROYO GRANDE HIGH SCHOOL. ON OCTOBER 6, 1972, SAC MEMBERS, ALONG WITH SCHOOL OFFICIALS, COMMUNITY REPRESENTATIVES, AND THE NEW PRESIDENT OF THE SCHOOL BOARD, MET PRIVATELY. THE PRESENT STUDY, WITH RECOMMENDATIONS, WAS SUBMITTED AS THE RESULT OF THE EXTENSIVE INVESTIGATIONS. THE RECOMMENDATIONS INCLUDED: (1) THE ESTABLISHMENT AND PUBLIC ANNOUNCEMENT OF OBJECTIVES FOR THE RECRUITMENT OF MEXICAN AMERICAN PERSONNEL AND STUDENTS IN ORDER TO ESTABLISH A PROPORTIONATE ETHNIC BALANCE, THUS GUARANTEEING A CONGLOMERATE OF EMPLOYEES TO ESTABLISH GOOD RELATIONS WITH THE CHICANO STUDENTS; AND (2) THAT AN INTENSIVE EFFORT BE MADE TO MAKE THE CURRICULUM AND DISTRICT PROGRAM, AT ALL LEVELS, MORE PERTINENT TO THE BICULTURAL STUDENT, REFLECTING THE HISTORICAL AND CULTURAL ROLE MEXICAN AMERICANS PLAYED IN THE DEVELOPMENT OF CALIFORNIA AND THE SOUTHWEST. (NQ)

ACCESSION NUMBER: ED091107

PUBLICATION DATE: 74

TITLE: FINAL EVALUATION REPORT OF THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: *ANGLO AMERICANS; BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; COOPERATIVE PROGRAMS; CURRICULUM DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *PROGRAM EVALUATION; SPANISH SPEAKING; STAFF IMPROVEMENT; TEAM TEACHING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *SAN MARCOS; TEXAS

DESCRIPTIVE NOTE: 85P.; OVERSIZED PAGES, ACTUAL COUNT 67P. CERTAIN PAGES OF THE EVALUATION INSTRUMENT MAY NOT REPRODUCE WELL. RELATED DOCUMENT IS ED 081 553

THE PROGRAM COVERS TWO PUBLIC SCHOOL DISTRICTS, HARLANDALE AND SAN MARCOS, AND SOUTHWEST TEXAS STATE UNIVERSITY. THIS REPORT, HOWEVER, DEALS ONLY WITH THE SAN MARCOS BILINGUAL EDUCATION PROGRAM, WHICH PROVIDES BILINGUAL EDUCATION FOR PUPILS IN GRADES K-5 WHO HAVE LIMITED ENGLISH SPEAKING ABILITY. DUE TO PARENTAL REQUESTS, 19% MONOLINGUAL ENGLISH SPEAKERS WERE ALSO ACCEPTED INTO THE PROGRAM. OBJECTIVES FOR MEXICAN AMERICAN CHILDREN ARE: TO REDUCE THEIR EDUCATIONAL DEFICIT BY INSTRUCTING THEM IN SPANISH WHILE THEIR COMMAND OF ENGLISH IS BEING DEVELOPED; TO ENHANCE THEIR UNDERSTANDING AND COGNITIVE DEVELOPMENT IN BOTH LANGUAGES; TO GIVE THEM THE ADVANTAGE OF BECOMING LITERATE IN BOTH LANGUAGES; AND TO INSTILL A KNOWLEDGE OF AND PRIDE IN THEIR BICULTURAL HERITAGE. OBJECTIVES FOR ANGLOS ARE TO GIVE THEM THE OPPORTUNITY TO BECOME BILINGUAL AND LITERATE IN TWO LANGUAGES AND TO BROADEN THEIR OUTLOOK ON AND UNDERSTANDING OF LANGUAGES AND CULTURES. THE PROJECT COMPONENTS ARE: (1) DEVELOPMENT OF AND REVISION OF CURRICULUM MATERIALS; (2) BILINGUAL INSTRUCTION IN GRADES K-5; (3) STAFF DEVELOPMENT; (4) PARENTAL AND COMMUNITY INVOLVEMENT, AND (5) COORDINATION OF THE COOPERATIVE EFFORTS OF THE TWO SCHOOL DISTRICTS AND THE TEACHER TRAINING INSTITUTION. IN THE 22 CLASSROOMS IN THE PROGRAM, THERE ARE 625 CHILDREN ENROLLED IN THE DISTRICT'S FOUR ELEMENTARY SCHOOLS. OF THESE CHILDREN 81% ARE SPANISH SURNAMED. THE EIGHT RECOMMENDATIONS COVER SUCH THINGS AS TRANSFERRING PUPILS TEAM TEACHING WITH MONOLINGUAL AND BILINGUAL TEACHERS, AND TEST ADMINISTRATION. MUCH OF THE DATA ARE PRESENTED IN SPANISH AND ENGLISH TESTS AND TABLES. (KM)

ACCESSION NUMBER: ED091108

PUBLICATION DATE: 74

TITLE: FINAL EVALUATION REPORT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; COOPERATIVE PROGRAMS; CURRICULUM DEVELOPMENT; *ELEMENTARY SCHOOLS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *PROGRAM EVALUATION; *SPANISH SPEAKING; STAFF IMPROVEMENT; TABLES (DATA); TEACHER EDUCATION; TEAM TEACHING; TEST WISENESS

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *HARLANDALE; TEXAS

DESCRIPTIVE NOTE: 89P.; OVERSIZED PAGES, ACTUAL COUNT 71P. CERTAIN PAGES OF THE EVALUATION INSTRUMENT MAY NOT REPRODUCE WELL. RELATED DOCUMENT IS ED 081 556

THE PROGRAM COVERS TWO TEXAS PUBLIC SCHOOL DISTRICTS, HARLANDALE AND SAN MARCOS, AND SOUTHWEST TEXAS STATE UNIVERSITY. THIS REPORT, HOWEVER, DEALS ONLY WITH THE HARLANDALE BILINGUAL EDUCATION PROGRAM, WHICH PROVIDES BILINGUAL EDUCATION FOR PUPILS IN GRADES K-5 WHO HAVE LIMITED ENGLISH SPEAKING ABILITY. OBJECTIVES ARE: TO REDUCE THEIR EDUCATIONAL DEFICIT BY INSTRUCTING THEM IN SPANISH WHILE THEIR COMMAND OF ENGLISH IS BEING DEVELOPED; TO ENHANCE THEIR UNDERSTANDING AND COGNITIVE DEVELOPMENT IN BOTH LANGUAGES; TO GIVE THEM THE ADVANTAGE OF BECOMING LITERATE IN BOTH LANGUAGES; AND TO INSTILL A KNOWLEDGE OF AND PRIDE IN THEIR BICULTURAL HERITAGE. THE PROJECT EMBODIES SEVERAL COMPONENTS: (1) DEVELOPMENT OF AND REVISION OF CURRICULUM MATERIALS FOR BILINGUAL CLASSES; (2) BILINGUAL INSTRUCTION IN GRADES K-5; (3) STAFF DEVELOPMENT; (4) PARENTAL AND COMMUNITY INVOLVEMENT; AND (5) COORDINATION OF THE COOPERATIVE EFFORTS OF THE TWO SCHOOL DISTRICTS AND THE TEACHER TRAINING INSTITUTION. IN THE 58 CLASSROOMS IN THE PROGRAM, THERE ARE 1,700 CHILDREN IN GRADES K-5 IN 7 OF THE DISTRICT'S 15 ELEMENTARY SCHOOLS. A MAJORITY OF THESE CHILDREN (99%) HAVE SPANISH SURNAMES. THE EIGHT RECOMMENDATIONS COVER SUCH THINGS AS TRANSFERRING PUPILS, TEAM-TEACHING WITH MONOLINGUAL AND BILINGUAL TEACHERS: AND TEST ADMINISTRATION. MUCH OF THE DATA ARE PRESENTED IN SPANISH AND ENGLISH TESTS AND TABLES. (KM)

ACCESSION NUMBER: ED091109

PUBLICATION DATE: MAY 71

TITLE: "ETHNO-PEDAGOGY": A MANUAL IN CULTURAL SENSITIVITY, WITH TECHNIQUES FOR IMPROVING CROSS-CULTURAL TEACHING BY FITTING ETHNIC PATTERNS. REVISED EDITION, MAY 1971.

PERSONAL AUTHOR: BURGER, HENRY G.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CROSS CULTURAL STUDIES; *CURRICULUM DEVELOPMENT; *EDUCATIONAL ANTHROPOLOGY; ETHNIC GROUPS; *MANUALS; MEXICAN AMERICANS; NATIVE SPEAKERS; NEEDS; NEGROES; PROBLEMS; SOCIAL SCIENCES; SOCIOCULTURAL PATTERNS; TEACHING GUIDES; VALUES

IDENTIFIER: *ETHNOPEDAGOGY

DESCRIPTIVE NOTE: 185P.; FOR RELATED DOCUMENT, SEE ED 024 653

THE DOCUMENT PRESENTS MATERIAL AND PERSONNEL TO ALLEVIATE THE IGNORANCE OF THE NATURE AND EXTENT OF ETHNIC DIFFERENCES IN THE UNITED STATES THROUGH APPLIED EDUCATIONAL ANTHROPOLOGY. USING THE TERM "ETHNO-PEDAGOGY" FOR THE APPLICATION OF CULTURAL ANTHROPOLOGY TO EDUCATION, THE CHAPTERS DISCUSS: (1) THE NEED FOR APPLIED EDUCATIONAL ANTHROPOLOGY; (2) THE PLAN OF THE MANUAL; (3) THE INADEQUACY OF INDIVIDUALISTIC MODELS FOR CROSS-CULTURAL EDUCATION; (4) HOW CULTURES MAKE NEIGHBORING SOCIETIES DIFFERENT; (5) HOW CULTURE STRUCTURES EDUCATION; (6) THE UNPREDICTABILITY OF OUTCOME WHEN TWO CULTURES MEET; (7) SYNCRETISM, THE MUTUAL COMPROMISE OF CULTURES; (8) HOW INDUSTRIALISM PATTERNED THE U.S. AND SPREAD FROM FACTORY TO SOCIAL LIFE; AND (9) THE U.S. TREND FROM MELTING POT TO CULTURAL PLURALISM. CHAPTERS 10 - 17 DISCUSS ETHNIC VARIABLES FOR: MODIFICATION FOR CROSS-CULTURAL EDUCATION; DOMAINS OF COGNITION VERSUS AFFECT VERSUS PSYCHOMOTION; COMMUNICATION; TIMING; SPACE; SOCIAL ORGANIZATION; ETHICS (THE GOODNESS OF HUMAN NATURE); AND CAUSALTY (THE SENSE OF ENVIRONMENTAL CONTROL). ADDITIONAL CHAPTERS PRESENT: (18) THE REDIRECTABILITY OF CROSS-CULTURAL EDUCATION; (19) A ROSTER OF EDUCATIONAL PROBLEMS CAUSED BY ETHNIC DIFFERENCES; AND (20) ADAPTING THE ELEMENTS OF EDUCATION CROSS-CULTURALLY. CHAPTERS 21-24 GIVE EDUCATIONAL VARIABLES FOR TEACHING METHODS, CURRICULAR SUBJECTS, AND SUBJECT EXAMPLES. THE REMAINDER OF THE DOCUMENT COVERS CULTURAL PATTERNS OF, AND APPLICATIONS FOR, SPECIFIC CULTURES (INCLUDING YANKEES). (KM)

ACCESSION NUMBER: ED091110

PUBLICATION DATE: FEB 73

TITLE: TO KNOW OR NOT TO KNOW. COLLECTION AND USE OF RACIAL AND ETHNIC DATA IN FEDERAL ASSISTANCE PROGRAMS. A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS, FEBRUARY 1973.

PERSONAL AUTHOR: GRAAE, CYNTHIA NORRIS; AND OTHERS

DESCRIPTOR: *AGENCY ROLE; AMERICAN INDIANS; CIVIL RIGHTS; *DATA COLLECTION; *ETHNIC GROUPS; FAMILY PROGRAMS; *FEDERAL PROGRAMS; *FORMATIVE EVALUATION; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; POVERTY PROGRAMS; RELIABILITY; SPANISH AMERICANS; SPANISH SPEAKING; STATISTICAL DATA

DESCRIPTIVE NOTE: 96P.

THE CURRENT CAPABILITIES OF FEDERAL AGENCIES TO MEASURE THE EXTENT TO WHICH MINORITIES RECEIVE THE BENEFITS OF FEDERAL DOMESTIC ASSISTANCE PROGRAMS WERE EVALUATED BY THE U.S. COMMISSION ON CIVIL RIGHTS. THE USE AND COLLECTION OF RACIAL AND ETHNIC DATA; RESPONSIBILITY FOR RACIAL AND ETHNIC DATA COLLECTION AND USE; AND THE LEGAL ISSUES OF AUTHORITY, CONSTITUTIONAL PROTECTION AGAINST THE INVASION OF PRIVACY, AND STATE-FEDERAL CONFLICTS WERE EVALUATED. THE COMMISSION'S FINDINGS WERE BASED ON INFORMATION GATHERED FROM SIX FEDERAL AGENCIES WHICH ADMINISTER MANY OF THE LARGEST DOMESTIC ASSISTANCE PROGRAMS AND TWO AGENCIES WITH SPECIAL STATISTICAL RESPONSIBILITIES: THE DEPARTMENTS OF AGRICULTURE; HEALTH, EDUCATION, AND WELFARE; HOUSING AND URBAN DEVELOPMENT; LABOR; TRANSPORTATION; AND THE VETERANS ADMINISTRATION; THE OFFICE OF MANAGEMENT AND BUDGET; AND THE BUREAU OF THE CENSUS. ALSO USING ADDITIONAL INFORMATION SUPPLIED BY MINORITY ORGANIZATIONS, THE COMMISSION FOUND THAT THE SCANT DATA COLLECTED BY FEDERAL AGENCIES WERE INSUFFICIENT FOR DETERMINING THE DEGREE FEDERAL BENEFITS ARE REACHING MINORITY GROUPS ON AN EQUITABLE BASIS, THUS MAKING IT IMPOSSIBLE TO DETERMINE WHETHER PROGRAM BENEFIT DISTRIBUTION IS FREE FROM DISCRIMINATORY PRACTICES. THIS REPORT ALSO DESCRIBED THE PARAMETERS FOR CREATING A DATA COLLECTION SYSTEM NECESSARY TO MEASURE THE EXTENT TO WHICH MINORITIES RECEIVE DOMESTIC ASSISTANCE BENEFITS. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 0500-00084; $1.50)

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ACCESSION NUMBER: ED091115

PUBLICATION DATE: OCT 73

TITLE: ORAL LANGUAGE AND MOTOR SKILLS FOR NON-ENGLISH SPEAKING CHILDREN.

PERSONAL AUTHOR: DAVIS, EFFIE MAE

DESCRIPTOR: ATTENDANCE PATTERNS; AUDITORY TRAINING; *BILINGUAL EDUCATION; BILINGUAL TEACHERS; ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); *LANGUAGE HANDICAPS; MEXICAN AMERICANS; MUSIC ACTIVITIES; NON ENGLISH SPEAKING; *ORAL ENGLISH; PARENT ROLE; *PROGRAM EVALUATION; PSYCHOMOTOR OBJECTIVES; *SPANISH SPEAKING; SUCCESS FACTORS; TEACHER AIDES

IDENTIFIER: TEXAS

DESCRIPTIVE NOTE: 42P.; PRACTICUM REPORT, SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION, NOVA UNIVERSITY, FORT LAUDERDALE, FLORIDA

AN ORAL LANGUAGE PROGRAM WAS INSTITUTED AT DEZAVALA ELEMENTARY SCHOOL (SAN ANTONIO, TEXAS) FOR PUPILS FROM KINDERGARTEN AND GRADES 1 AND 2 WHO WERE IDENTIFIED AS HAVING DIFFICULTY WITH ORAL ENGLISH EXPRESSION AND IN UNDERSTANDING INSTRUCTION GIVEN IN OTHER THAN SPANISH. THE PROGRAM EMPLOYED A BILINGUAL TEACHER AND AIDES WHO WORKED WITH 4-8 PUPILS EACH SCHOOL DAY FOR 30-40 MINUTES. THE CHILDREN WERE GIVEN INTENSE AUDITORY TRAINING IN ENGLISH AND SPANISH USING MUSIC AND RHYTHMS, AND WERE GIVEN MOTOR SKILL EXERCISES ON SPEECH EQUIPMENT. GOALS WERE REVISED AS SLOWLY OR AS RAPIDLY AS SKILL IMPROVEMENT DEMONSTRATED. TEACHERS FOUND THAT, AS A RESULT OF THE PROGRAM, HIGH RISK PUPILS INCREASED EFFORTS TO PARTICIPATE IN CLASS WORK, THAT LANGUAGE SKILLS IN UNDERSTANDING INSTRUCTIONS IN ENGLISH AND SPANISH WERE IMPROVED, AND THAT ATTENDANCE SURPASSES CLASS AVERAGES. NON-ENGLISH SPEAKING MOTHERS WERE USED TO HELP THE CHILDREN WITH MOTOR SKILL EQUIPMENT. ALTHOUGH SUCCESS OF THE PROGRAM CAUSED SEVERAL ASPECTS TO BE CONTINUED IN THE SCHOOL, THE REPORT RECOMMENDED FURTHER RESEARCH RELATING LANGUAGE DISABILITY AND WEAKNESSES OF MOTOR SKILLS. SEVEN FACTORS WHICH POSSIBLY CONTRIBUTED TO THE SUCCESS OF THE PRACTICUM WERE ALSO GIVEN. (AUTHOR/KM)

ACCESSION NUMBER: ED091119

PUBLICATION DATE: MAY 74

TITLE: PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: MARCH 1973. CURRENT POPULATION REPORTS, POPULATION CHARACTERISTICS.

PERSONAL AUTHOR: FERNANDEZ, EDWARD W.; CRESCE, ARTHUR

DESCRIPTOR: AGE; AMERICAN STUDIES; CUBANS; *DEMOGRAPHY; EDUCATION; EMPLOYMENT; *ETHNIC ORIGINS; FAMILY CHARACTERISTICS; INCOME; MEXICAN AMERICANS; NATIONAL SURVEYS; OCCUPATIONS; *POPULATION TRENDS; PUERTO RICANS; SEX (CHARACTERISTICS); *SPANISH SPEAKING; *STATISTICS; TABLES (DATA)

DESCRIPTIVE NOTE: 31P.

DEOMOGRAPHIC, SOCIAL, AND ECONOMIC DATA FOR PERSONS OF SPANISH ORIGIN IN THE UNITED STATES ARE PRESENTED. DATA WERE COLLECTED IN MARCH 1973 BY THE BUREAU OF THE CENSUS AS A SUPPLEMENT TO ITS MONTHLY CURRENT POPULATION SURVEY. PERSONS OF SPANISH ORIGIN ARE DIVIDED INTO: MEXICAN, PUERTO RICAN, CUBAN, CENTRAL AND SOUTH AMERICAN, AND OTHER SPANISH. SOME OF THE CHARACTERISTICS DESCRIBED ARE: AGE, SEX, RESIDENCE, YEARS OF SCHOOL COMPLETED, INCOME, EMPLOYMENT, OCCUPATION, MARITAL STATUS, AND FAMILY. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (SERIES P-20; $0.50)

64

ACCESSION NUMBER: ED091134

PUBLICATION DATE: 73

TITLE: TEXAS MIGRANT LABOR. 1973 ANNUAL REPORT.

DESCRIPTOR: *AGRICULTURAL LABORERS; *ANNUAL REPORTS; BILINGUAL EDUCATION; CHANGE AGENTS; ECONOMIC FACTORS; EDUCATION; FOREIGN WORKERS; HEALTH; HOUSING; *MEXICAN AMERICANS; *MIGRANT WORKERS; MIGRATION PATTERNS; PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; *SOCIOECONOMIC INFLUENCES; SPANISH SPEAKING; VOCATIONAL EDUCATION

IDENTIFIER: GOOD NEIGHBOR COMMISSION; *TEXAS

DESCRIPTIVE NOTE: 71P.; FOR RELATED DOCUMENT, SEE ED 079 009

THE GOOD NEIGHBOR COMMISSION OF TEXAS, ORGANIZED UNDER A 1943 FEDERAL GRANT AND LATER CONSTITUTED AS A STATE AGENCY, COORDINATES THE WORK OF THE FEDERAL, STATE, AND LOCAL GOVERNMENTS IN IMPROVING TRAVEL AND WORKING CONDITIONS OF MIGRANT FARM WORKERS. THE BASIC RESPONSIBILITIES PRESENTED IN ITS 1973 ANNUAL REPORT ARE: (1) SURVEYING CONDITIONS AND DETERMINING PROBLEM AREAS FOR MIGRANTS AND (2) DEVELOPING, IN COORDINATION WITH STATE AGENCIES, SPECIFIC PROGRAMS TO MEET THE NEEDS OF AGRICULTURAL WORKERS AND THEIR FAMILIES. AN OVERVIEW OF TEXAS MIGRANT LABOR DESCRIBES THE EMERGENCE AND FINAL DOMINATION OF THE SEASONAL AGRICULTURAL LABOR FORCE BY SPANISH SPEAKING PEOPLE (PRIMARILY MEXICAN AMERICAN). THE REPORT ALSO DISCUSSES TEXAS AGRICULTURE AND MIGRANT LABOR, ALIEN LABOR AND IMMIGRATION, AND VOCATIONAL PROGRAMS FOR MIGRANTS. CURRENT DEVELOPMENTS IN EDUCATION, HOUSING, HEALTH, JOBS, AND ECONOMICS ARE ALSO PRESENTED. BRIEF RECOMMENDATIONS WHICH WOULD RESULT IN DIRECT AND IMMEDIATE BENEFIT TO MIGRANTS AND THEIR FAMILIES ARE GIVEN, SOME OF WHICH WILL REQUIRE LEGISLATIVE ACTION, WHILE OTHERS WILL REQUIRE ADMINISTRATIVE DIRECTIVES TO BRING ABOUT REFINEMENT, AND IN SOME CASES REDIRECTION, OF AGENCY PROGRAMS. (NQ)

ACCESSION NUMBER: ED091141

PUBLICATION DATE: JUN 73

TITLE: SELECTED BIBLIOGRAPHY PERTAINING TO: LA RAZA IN THE MIDWEST AND GREAT LAKE STATES (1924-1973). REVISED, JUNE 1973.

DESCRIPTOR: AREA STUDIES; *BIBLIOGRAPHIES; CULTURAL BACKGROUND; DEMOGRAPHY; EDUCATIONAL TRENDS; HEALTH; LIVING STANDARDS; LOCAL ISSUES; *MEXICAN AMERICANS; *MIGRANTS; PERIODICALS; PUERTO RICANS; RELIGION; *RESOURCE MATERIALS; *SPANISH SPEAKING

IDENTIFIER: GREAT LAKES; *LA RAZA; MIDWEST

DESCRIPTIVE NOTE: 23P.

THE SELECTED BIBLIOGRAPHY ON "LA RAZA" IN THE MIDWEST AND GREAT LAKES STATES LISTS DISSERTATIONS, THESES, PERIODICAL ARTICLES, STATE PUBLICATIONS, HEARING TRANSCRIPTS, AND FEDERAL REPORTS PUBLISHED BETWEEN 1924-73. FOCUSING ON LABOR TRENDS, PARTICULARLY IN THE MIGRANT FIELD, THE BIBLIOGRAPHY ALSO COVERS RELIGION, CULTURE, LANGUAGE DIFFERENCES, HEALTH, EDUCATIONAL TRENDS, POPULATION TRENDS, AND GENERAL LIVING CONDITIONS FOR SPANISH SPEAKING PEOPLE IN THIS AREA OF THE UNITED STATES. THE 84 CITATIONS ARE GENERALLY CONCERNED WITH MEXICAN AMERICANS, BUT PUERTO RICANS AND OTHER SPANISH LANGUAGE GROUPS ARE INCLUDED. FIVE ADDITIONAL SOURCES AND 13 SPANISH NEWSPAPERS, MAGAZINES, AND PERIODICALS IN THE MIDWEST ARE GIVEN AT THE END OF THE DOCUMENT. (KM)

ACCESSION NUMBER: ED091375

PUBLICATION DATE: MAY 74

TITLE: CHICANO CULTURAL DIVERSITY: IMPLICATIONS FOR CBTE.

PERSONAL AUTHOR: GARCIA, ERNEST F.

DESCRIPTOR: *CULTURAL DIFFERENCES; *CULTURAL FACTORS; *CULTURAL PLURALISM; EDUCATIONAL ENVIRONMENT; *MEXICAN AMERICANS; OBJECTIVES; *PERFORMANCE BASED TEACHER EDUCATION; PERFORMANCE FACTORS

DESCRIPTIVE NOTE: 24P.

THIS PAPER FOCUSES ON THE COMPETENCIES THAT TEACHERS NEED IN WORKING WITH CHICANO CHILDREN BY DESCRIBING THE CULTURE FILTER CONCEPT, DISCUSSING CULTURAL PLURALISM, AND STRESSING THE IMPORTANCE OF A COMPETENCY-BASED TEACHER EDUCATION (CBTE) PROGRAM SPECIFICALLY RELATING TO THE CHICANO. THE CULTURE FILTER CONCEPT SUGGESTS USING KNOWLEDGE OF CULTURAL FACTORS TO ARRANGE AN ENVIRONMENT WHERE CHILDREN PERCEIVE THEMSELVES POSITIVELY TO ENHANCE LEARNING. THE DISCUSSION ON CULTURAL PLURALISM EMPHASIZES THE DIFFERENCES WITHIN A CULTURAL GROUP AND SUGGESTS THAT THE TEACHERS FOCUS ON THE NEEDS OF EACH SUBGROUP. NEXT, THE IMPORTANCE OF CBTE PROGRAMS IN THE EDUCATION OF CHICANOS IS STRESSED. REQUIREMENTS TO PREPARE CANDIDATES TO TEACH EFFECTIVELY IN A CULTURALLY DIVERSE SOCIETY AND ILLUSTRATIVE PERFORMANCE OBJECTIVES FOR CBTE CANDIDATES ARE PRESENTED. THE AUTHOR CONCLUDES THAT CULTURAL DIFFERENCES CAN HINDER LEARNING WHEN THE CONDITIONS DO NOT ACCOMMODATE THOSE DIFFERENCES. THEREFORE, TEACHERS NEED THOSE COMPETENCIES WHICH WILL ENABLE THEM TO UNDERSTAND AND UTILIZE ASPECTS OF CULTURAL DIVERSITY WHICH WILL INCREASE CHANGES OF SUCCESS FOR THE LEARNER. A 13-ITEM BIBLIOGRAPHY IS INCLUDED. (PD)

ACCESSION NUMBER: ED091407

PUBLICATION DATE: APR 74

TITLE: EVALUATING THE EFFECTIVENESS OF A PROGRAM USED IN SCHOOL SITUATIONS CHARACTERIZED BY HIGH PUPIL ABSENTEEISM AND ATTRITION.

PERSONAL AUTHOR: MOLINA, HUBERTO

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ATTENDANCE; *ENGLISH (SECOND LANGUAGE); LANGUAGE PROFICIENCY; *LANGUAGE PROGRAMS; LANGUAGE SKILLS; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; SPANISH SPEAKING

IDENTIFIER: SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL, 1974)

A STUDY WAS CONDUCTED IN CONJUNCTION WITH A YEAR-LONG TRYOUT OF THE SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH-SPEAKING CHILDREN TO DETERMINE THE EFFECTS OF PERIODIC AND SEASONAL ABSENTEEISM ON STUDENT PERFORMANCE. PROCEDURES WERE ESTABLISHED FOR OBTAINING ENROUTE CRITERION-REFERENCED PUPIL PERFORMANCE AND ATTENDANCE DATA FROM EIGHT PARTICIPATING SCHOOL DISTRICTS. THE SCHOOLS INCLUDED IN THE ANALYSIS REPRESENT VARIOUS CALIFORNIA DEMOGRAPHIC SITUATIONS: METROPOLITAN U.S./MEXICO BORDER AREA, SCHOOLS IN A LARGE SPANISH SPEAKING COMMUNITY, SCHOOLS IN THE INNER CITY, SCHOOLS IN POCKET AREAS SURROUNDED BY ENGLISH SPEAKING COMMUNITIES AND COUNTY SCHOOLS SERVING MIGRANT FAMILIES. RESULTS SHOWED THAT PUPILS WHO MAINTAINED CONTINUOUS CONTACT WITH THE INSTRUCTION ATTAINED THE PROGRAM OBJECTIVES WHILE THOSE WHO WERE PERIODICALLY ABSENT DID NOT. THIS HAPPENED IN SPITE OF SYSTEMATIC PROCEDURES EMPLOYED BY TEACHERS TO ENSURE THAT ALL PUPILS PROGRESSED THROUGH THE PROGRAM WITHOUT SKIPPING AN INSTRUCTIONAL SEGMENT, IRRESPECTIVE OF ABSENCE RATE. (AUTHOR/BB)

68

ACCESSION NUMBER: ED091411

PUBLICATION DATE: MAR 74

TITLE: GIFTED MEXICAN AMERICAN CHILDREN: AN ETHNICO-SCIENTIFIC PERSPECTIVE.

PERSONAL AUTHOR: BERNAL, ERNEST M., JR.

DESCRIPTOR: BEHAVIOR PATTERNS; BEHAVIOR RATING SCALES; BILINGUAL STUDENTS; *COMMUNITY INVOLVEMENT; DISADVANTAGED YOUTH; *EDUCATIONAL DIAGNOSIS; EDUCATIONAL NEEDS; EDUCATIONAL STRATEGIES; *GIFTED; *IDENTIFICATION; INDIVIDUAL CHARACTERISTICS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; SOCIAL BEHAVIOR; TEST CONSTRUCTION; TESTING PROBLEMS

DESCRIPTIVE NOTE: 47P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL, 1974)

RESULTS AND DESCRIPTIONS OF AN EXPLORATORY STUDY DESIGNED TO DEVELOP AN INSTRUMENT TO IDENTIFY GIFTED MEXICAN-AMERICAN CHILDREN WHO WOULD NOT ORDINARILY BE IDENTIFIED WITH TRADITIONAL TECHNIQUES ARE PRESENTED. THE MEXICAN AMERICAN COMMUNITY WAS USED TO DEVELOP A CULTURAL-COMMUNITY BASED DEFINITION OF GIFTEDNESS AND TO DEVELOP A MEASURE FOR IDENTIFYING MEXICAN AMERICAN GIFTED CHILDREN USING BEHAVIOR STATEMENTS. THESE BEHAVIORS WERE THEN USED TO PRODUCE AN ADJECTIVAL RATING SCALE AND A BEHAVIOR RATING SCALE WHICH WERE ADMINISTERED TO THE PARENTS OF THE FIFTY FOUR BILINGUAL CHILDREN IN THE SAMPLE. THESE CHILDREN WERE ADMINISTERED FIVE DIVERSE TESTS OF INTELLECTUAL ABILITY. THIRTY FOUR CHILDREN ACROSS GRADE LEVELS WERE SELECTED INTO THE GIFTED CATEGORY ON AT LEAST ONE OF THE FIVE TESTS. NINE CHILDREN WERE SELECTED INTO THE GIFTED CATEGORY ON MORE THAN ONE INSTRUMENT. OF THESE THIRTY FOUR GIFTED CHILDREN, TWENTY TWO WERE AMONG THOSE FOR WHOM BEHAVIOR AND ADJECTIVAL RATINGS HAD BEEN COLLECTED. FROM THE DATA IT APPEARED THAT GIFTED CHILDREN WERE SEEN AS HAVING A BETTER SENSE OF HUMOR, GREATER INTELLIGENCE, MORE SELF-CONFIDENCE, AS BEING MORE CREATIVE, MORE AMBITIOUS, MORE TRUTHFUL, MORE INDEPENDENT, MORE CURIOUS, AS HAVING BETTER JUDGMENT AND BEING MORE EXPRESSIVE THAN NON-GIFTED CHILDREN. (RC)

ACCESSION NUMBER: ED091451

PUBLICATION DATE: APR 73

TITLE: PSYCHOLOGICAL SERVICES TO SPANISH SPEAKING CHILDREN IN THE SCHOOLS OF CHICAGO.

PERSONAL AUTHOR: MULLEN, FRANCES A.

DESCRIPTOR: BICULTURALISM; BILINGUALISM; *DISADVANTAGED YOUTH; EDUCATIONAL DIAGNOSIS; EDUCATIONAL PROBLEMS; ENGLISH (SECOND LANGUAGE); LANGUAGE HANDICAPPED; PROGRAM EVALUATION; *PSYCHOLOGICAL SERVICES; PSYCHOLOGISTS; PUPIL PERSONNEL SERVICES; *SPANISH SPEAKING; SPECIAL EDUCATION; *URBAN SCHOOLS

IDENTIFIER: *ILLINOIS

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE 14TH INTERAMERICAN CONGRESS ON PSYCHOLOGY, SAO PAULO, BRAZIL, APRIL 1973

THIS PAPER DESCRIBES THE WORK OF, AND THE PROBLEMS ASSOCIATED WITH, THE BI-LINGUAL PSYCHOLOGISTS WHOM THE CHICAGO PUBLIC SCHOOLS EMPLOY TO SERVE CHILDREN WHO SPEAK LITTLE OR NO ENGLISH, AND THE TEACHERS AND ADMINISTRATORS OF THE SCHOOLS IN WHICH THESE CHILDREN ARE ENROLLED. AS INTRODUCTION, THE PAPER BRIEFLY SKETCHES THE TOTAL PSYCHOLOGICAL PROGRAM OF THE 150 PSYCHOLOGISTS WHO SERVE ALMOST A HALF MILLION CHILDREN. THE BI-LINGUAL PSYCHOLOGIST, NATIVE TO A SPANISH SPEAKING AREA AND FLUENT IN ENGLISH, MAKES HIS SPECIAL CONTRIBUTIONS THROUGH HIS ACCURATE ASSESSMENT OF THE ABILITIES AND ACHIEVEMENTS OF SPANISH SPEAKING CHILDREN, THROUGH CORRECTING PREVIOUS, PERHAPS ERRONEOUS, ASSESSMENTS, THROUGH INTERPRETING THE NEEDS AND THE CULTURAL AND EMOTIONAL PATTERNS OF LATIN CHILDREN AND PARENTS TO SCHOOL PEOPLE, THROUGH ASSISTING IN THE PLANNING OF MORE EFFECTIVE EDUCATIONAL PATTERNS OF SERVICE, AND IN EVALUATING THE EFFECTIVENESS OF PROGRAMS IN PROGRESS. DIFFICULTIES IN RECRUITMENT OF QUALIFIED BI-LINGUAL PSYCHOLOGISTS AND UNCERTAINTIES IN THE VARIED FEDERAL SUPPORT PLANS HAVE LIMITED THE EFFECTIVE USE OF SUCH PERSONS TO A FEW AREAS OF SEVERE NEED. NEEDS FOR THE FUTURE INCLUDE: (1) GREAT EXPANSION OF NUMBERS OF TRULY BI-LINGUAL PSYCHOLOGISTS; (2) UPGRADING OF QUALIFICATIONS; (3) USE OF THE BI-LINGUAL PSYCHOLOGISTS IN FORMAL AND INFORMAL IN-SERVICE TRAINING OF TEACHERS, ADMINISTRATORS AND ANGLO PSYCHOLOGISTS; AND, (4) BROADENING OF THE OUTLOOK AND FUNCTIONS OF THE BI-LINGUAL PSYCHOLOGY STAFF. (AUTHOR/JM)

ACCESSION NUMBER: ED091458

PUBLICATION DATE: SEP 72

TITLE: THE EMERGING MINORITIES IN AMERICA: A RESOURCE GUIDE FOR TEACHERS.

PERSONAL AUTHOR: DAVIS, CHARLOTTE D., ED.; STICKNEY, EDITH P., ED.

DESCRIPTOR: AMERICAN INDIANS; *BIOGRAPHIES; CHINESE AMERICANS; *CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; *ETHNIC STUDIES; INSTRUCTIONAL MATERIALS; JAPANESE AMERICANS; *LITERATURE GUIDES; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; *TEACHING GUIDES; TEACHING METHODS; UNITED STATES HISTORY

DESCRIPTIVE NOTE: 256P.

THIS BOOK HAS BEEN PREPARED AS A SPECIFIC REFERENCE AND RESOURCE GUIDE FOR TEACHERS, AND IS DESIGNED TO PROVIDE ASSISTANCE IN CURRICULUM DEVELOPMENT THROUGH INCORPORATION INTO THE CURRICULUM OF THE CULTURAL AND HISTORICAL CONTRIBUTIONS OF MINORITY GROUPS. IN GENERAL, THE CRITERIA USED FOR SELECTION OF ENTRIES FOR THE BOOK REQUIRED THAT: (1) THE CONTRIBUTION OR ACHIEVEMENT MUST HAVE DIRECTLY AFFECTED THE STATE OR NATIONAL POPULATION IN REGARD TO ITS HISTORY OR CULTURE AND (2) THE CONTRIBUTION OR ACHIEVEMENT (A) MUST HAVE BEEN SIGNIFICANT TO A PARTICULAR ETHNIC GROUP, (B) MUST HAVE FURTHERED THE CAUSE OF THE MINORITY GROUP, AND (C) MUST HAVE BEEN MADE OR GAINED IN SPITE OF VARIOUS OBSTACLES. THE TEACHERS' GUIDE IS DIVIDED INTO FIVE PARTS. THE FIRST FOUR PARTS CONTAIN BIOGRAPHICAL DATA FOR SELECTED MEMBERS OF EACH OF THE FOLLOWING MINORITY GROUPS: AFRO-AMERICANS, ASIAN AMERICANS, INDIAN AMERICANS, AND MEXICAN AMERICANS. EACH PART CONSISTS OF FOUR SECTIONS: (1) HISTORICAL PERSPECTIVE (AN OVERVIEW OF THE MINORITY GROUP IN RELATION TO THE MAJORITY GROUP WITHIN THE AMERICAN CULTURE); (2) BIOGRAPHICAL SUMMARIES (SPECIFIC INFORMATION REGARDING NAME, BIRTHDATE, EDUCATION, AND A BRIEF STATEMENT OF SIGNIFICANCE FOLLOWED BY A BIOGRAPHICAL SKETCH. EACH ENTRY IS KEYED IN THE UPPER RIGHT HAND CORNER OF THE NARRATIVE TO PROVIDE THE TEACHER WITH THE SOURCE OF INFORMATION); (3) BIBLIOGRAPHY OF SOURCES USED; AND, (4) OTHER REFERENCES. (AUTHOR/JM)

AVAILABILITY: AMERICAN BIBLIOGRAPHICAL CENTER--CLIO PRESS, RIVIERA CAMPUS, 2040 A.P.S., SANTA BARBARA, CALIFORNIA 93103 ($11.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED091481

PUBLICATION DATE: 74

TITLE: THE NEXT GENERATION: AN ETHNOGRAPHY OF EDUCATION IN AN URBAN NEIGHBORHOOD.

PERSONAL AUTHOR: OGBU, JOHN U.

DESCRIPTOR: ACADEMIC FAILURE; BILINGUAL EDUCATION; CULTURAL FACTORS; ECONOMIC FACTORS; *EDUCATIONAL ANTHROPOLOGY; EDUCATIONAL ATTITUDES; EDUCATIONAL OPPORTUNITIES; *GHETTOS; *LOW INCOME; MEXICAN AMERICANS; NEGRO STUDENTS; SCHOOL COMMUNITY RELATIONSHIP; *URBAN EDUCATION; URBAN SCHOOLS

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 275P.; REVISED VERSION OF PH.D. DISSERTATION, UNIVERSITY OF CALIFORNIA AT BERKELEY, JUNE 1971

THIS BOOK IS ABOUT EDUCATION IN BURGHERSIDE, A LOW-INCOME NEIGHBORHOOD IN STOCKTON, CALIFORNIA, THE MAJORITY OF WHOSE RESIDENTS ARE BLACKS AND MEXICAN-AMERICANS; THEY MAKE UP ABOUT 92% OF THE ELEMENTARY SCHOOL POPULATION. THE STUDY REPORTED HERE PROBES INTO THE REASONS FOR MANY CHILDREN FROM THE NEIGHBORHOOD FAILING IN PUBLIC SCHOOLS. THE GOAL WAS TO STUDY HOW THE PEOPLE IN STOCKTON, INCLUDING BURGHERSIDERS, CONCEPTUALIZE THEIR EDUCATIONAL SYSTEM AND THEIR PLACE IN IT, AND HOW THESE CONCEPTUALIZATIONS INFLUENCE THE WAY THEY BEHAVE WITHIN THE INSTITUTION. THE AUTHOR SPENT A TOTAL OF 21 MONTHS (SEPTEMBER 1968 TO MAY 1970) DOING THE STUDY. HE LIVED IN STOCKTON DURING THE FIRST 16 MONTHS AND THEN VISITED THE CITY EVERY OTHER WEEK FOR INTERVIEWS LASTING 2-3 DAYS. THE RESEARCH COVERED THE FOLLOWING SETMENTS OF THE COMMUNITY: (A) BURGHERSIDERS; (B) RESIDENTS OF ADJOINING NEIGHBORHOODS ATTENDING THE SAME JUNIOR AND SENIOR HIGH SCHOOLS WITH BURGHERSIDERS; (C) ORGANIZATIONS AND LEADERSHIP REPRESENTING THE INTERESTS OF THE SUBORDINATE MINORITIES IN THE WIDER COMMUNITY; (D) SCHOOL PERSONNEL; (E) TAXPAYERS, PRINCIPALLY THE MIDDLE-CLASS STOCKTONIANS AND THE ORGANIZATIONS THEY FORMED TO ASSIST WITH "PROBLEMS" OF BURGHERSIDERS AND SIMILAR GROUPS. (AUTHOR/JM)

AVAILABILITY: ACADEMIC PRESS, 111 FIFTH AVENUE, NEW YORK, NEW YORK 10003 ($11.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED091676

PUBLICATION DATE: 73

TITLE: THE EFFECTS OF THE BILINGUAL SPANISH/ENGLISH TELEVISION SERIES "CARRASCOLENDAS" ON THE ORAL LANGUAGE SKILLS OF SELECTED PRIMARY CHILDREN.

PERSONAL AUTHOR: SUTTON, ARLENE VIGIL

DESCRIPTOR: BILINGUAL EDUCATION; *BILINGUALISM; COMMUNICATION SKILLS; DOCTORAL THESES; EDUCATIONAL RESEARCH; *EDUCATIONAL TELEVISION; LANGUAGE SKILLS; *MEXICAN AMERICANS; PRIMARY GRADES; *SPANISH SPEAKING; *SPEECH SKILLS

IDENTIFIER: CARRASCOLENDAS

DESCRIPTIVE NOTE: 188P.; ED.D. DISSERTATION, UNIVERSITY OF COLORADO

THE PURPOSE OF THIS STUDY WAS TO MEASURE THE LEARNING EFFECTS OF "CARRASCOLENDAS," A SPANISH/ENGLISH TELEVISION SERIES, ON SELECTED PRIMARY SCHOOL CHILDREN IN PUEBLO, COLORADO. THE SUBJECTS, 160 RANDOMLY SELECTED CHILDREN, WERE TESTED WITH TWO CRITERION REFERENCED TESTS, ONE IN SPANISH AND ONE IN ENGLISH. TEN WEEKS AFTER VIEWING THE SERIES, 128 OF THE SAME CHILDREN WERE POSTTESTED. TO TEST THE NULL HYPOTHESES, POSTTEST SCORES WERE ANALYZED (1) BETWEEN CHILDREN WHO VIEWED THE SERIES AND CHILDREN WHO DID NOT, (2) BETWEEN MEXICAN-AMERICAN AND NON-MEXICAN-AMERICAN CHILDREN, AND (3) AMONG KINDERGARTEN, FIRST, SECOND, AND THIRD GRADE LEVELS. THE EXPERIMENTAL GROUP CONSISTED OF 48 MEXICAN-AMERICAN AND 48 NON-MEXICAN-AMERICAN CHILDREN. THE CONTROL GROUP CONSISTED OF 16 MEXICAN-AMERICAN AND 16 NON-MEXICAN-AMERICAN CHILDREN. THE RESULTS SUGGESTED THAT VIEWING "CARRASCOLENDAS" HELPED THE ACHIEVEMENT OF PRIMARY CHILDREN, ESPECIALLY MEXICAN-AMERICAN CHILDREN AT THE FIRST GRADE LEVEL. (AUTHOR/WR)

AVAILABILITY: UNIVERSITY MICROFILM, DISSERTATION COPIES, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-32,597, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED091753

PUBLICATION DATE: 64

TITLE: LINGUISTIC CAPACITY INDEX.

PERSONAL AUTHOR: BRENGELMAN, FREDERICK H.; MANNING, JOHN C.

DESCRIPTOR: *EDUCATIONAL RESEARCH; *ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; LINGUISTIC PERFORMANCE; *MEASUREMENT INSTRUMENTS; PRIMARY GRADES; RESEARCH TOOLS; RESOURCE MATERIALS; *SPANISH SPEAKING; VOCABULARY DEVELOPMENT

IDENTIFIER: *THE RESEARCH INSTRUMENTS PROJECT; TRIP

DESCRIPTIVE NOTE: 18P.; SEE RELATED DOCUMENTS CS 201 320-375

DESIGNED TO BE USED AS A MEASURE OF ENGLISH LANGUAGE READINESS TO ASSIST THE CLASSROOM TEACHER IN GROUPING NATIVE SPANISH-SPEAKING PUPILS FOR ENGLISH LANGUAGE INSTRUCTION, THE INDEX MAY ALSO BE USED TO ASSESS PUPIL ACHIEVEMENT IN LEARNING ENGLISH AS A FOREIGN LANGUAGE. BASED ON A CONTRASTIVE ANALYSIS OF ENGLISH AND SPANISH GRAMMAR AND PHONOLOGY, THE LINGUISTIC CAPACITY INDEX CONSISTS OF THREE 20-ITEM SECTIONS ON VOCABULARY RECOGNITION, CONTRASTIVE PHONOLOGY, AND CONTRASTIVE DEVELOPMENT. THIS DOCUMENT IS ONE OF THOSE REVIEWED IN THE RESEARCH INSTRUMENTS PROJECT (TRIP) MONOGRAPH "MEASURES FOR RESEARCH AND EVALUATION IN THE ENGLISH LANGUAGE ARTS" TO BE PUBLISHED BY THE COMMITTEE ON RESEARCH OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH IN COOPERATION WITH THE ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS. A TRIP REVIEW WHICH PRECEDES THE DOCUMENT LISTS ITS CATEGORY (ENGLISH AS A SECOND LANGUAGE), TITLE, AUTHORS, DATE, AND AGE RANGE (PRIMARY), AND DESCRIBES THE INSTRUMENT'S PURPOSE AND PHYSICAL CHARACTERISTICS. (RB)

74

ACCESSION NUMBER: ED092030

PUBLICATION DATE: OCT 73

TITLE: ENROLLMENT OF MINORITY DOCTORAL STUDENTS BY INSTITUTION AND PROGRAM.

DESCRIPTOR: *BUSINESS ADMINISTRATION; *DOCTORAL DEGREES; DOCTORAL PROGRAMS; *ENROLLMENT TRENDS; FOREIGN NATIONALS; *HIGHER EDUCATION; *MINORITY GROUPS; NEGRO EDUCATION; SPANISH AMERICANS; STATISTICAL DATA; WOMENS EDUCATION

DESCRIPTIVE NOTE: 16P.

PRESENTED IN THIS DOCUMENT ARE STATISTICAL TABLES CONCERNING THE ENROLLMENT OF MINORITY DOCTORAL STUDENTS BY INSTITUTION AND PROGRAM IN THE BUSINESS FIELD. THE DATA IS DIVIDED BY SUBFIELDS IN BUSINESS AND BY INSTITUTION. THE MINORITY GROUPS REPRESENTED ARE: AMERICAN INDIAN, BLACK, WOMEN, FOREIGN NATIONALS, AND SPANISH SURNAME. THE DATA IS FOR THE PERIOD FROM 1973 THROUGH THE EXPECTED COMPLETION OF THE CLASS OF 1976. (PG)

ACCESSION NUMBER: ED092089

PUBLICATION DATE: JUN 74

TITLE: CARRASCOLENDAS: EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES WITHIN REGION XIII. FINAL REPORT. EVALUATION COMPONENT.

PERSONAL AUTHOR: VAN WART, GERALDINE

DESCRIPTOR: *EARLY CHILDHOOD EDUCATION; *EDUCATIONAL TELEVISION; ELEMENTARY GRADES; *MEDIA RESEARCH; *MEXICAN AMERICANS; PARENT ATTITUDES; PERSONNEL EVALUATION; *PROGRAM EVALUATION; SPANISH SPEAKING; STUDENT ATTITUDES; SUMMATIVE EVALUATION; TEACHER ATTITUDES; TELEVISION CURRICULUM; TESTS

IDENTIFIER: *CARRASCOLENDAS

DESCRIPTIVE NOTE: 234P.

THIS FOURTH YEAR EVALUATION REPORTS THE EFFECTS AND USAGE OF "CARRASCOLENDAS," A CHILDREN'S TELEVISION SERIES IN SPANISH AND ENGLISH. RESEARCH WAS CONDUCTED IN TEXAS SCHOOLS AND ENCOMPASSED THREE PHASES: A FIELD EXPERIMENT TO MEASURE LEARNING EFFECTS; ATTITUDINAL SURVEYS AMONG TEACHERS, PARENTS, AND CHILDREN; AND A PROCESS EVALUATION OF THE EDUCATION SERVICE CENTER CARRASCOLENDAS STAFF MEMBERS. THE FIELD EXPERIMENTS CONSISTED OF VIEWER AND NONVIEWER GROUPS OF MEXICAN-AMERICAN CHILDREN, GRADES K-3. CRITERION REFERENCED INSTRUMENTS DESIGNED IN SPANISH AND ENGLISH WERE ADMINISTERED WHICH COMPARED VIEWER AND NONVIEWER SCORES. COMBINED VIEWERS MADE A SIGNIFICANT GAIN SCORE INCREASE IN THE SPANISH AREAS OF HISTORY, CULTURE, AND READING; AND IN THE ENGLISH AREAS OF HISTORY, CULTURE, AND SCIENCE. THE CONTENT AREAS WHICH HAD THE LEAST IMPACT IN SPANISH AND ENGLISH WERE MATH AND SELF-CONCEPT. SURVEY ELICITED ATTITUDES INDICATE INCREASED IMPROVEMENT IN THE USE OF SPANISH AND ENGLISH BY CHILDREN AND GREATER PRIDE IN THE MEXICAN-AMERICAN CULTURE. ATTITUDE ITEMS ON WHICH VIEWERS MADE SIGNIFICANT GAINS OVER NONVIEWERS DEALT WITH SPEAKING SPANISH AND TEACHER APPROVAL OF SCHOOL WORK. THE PROCESS EVALUATION SUMMARIZES ACTIVITIES AND DESCRIBES THE SERVICES AND INTERACTION WHICH WERE PROVIDED. (AUTHOR/WCM)

76

ACCESSION NUMBER: ED092237

PUBLICATION DATE: 73

TITLE: PARENTING.

PERSONAL AUTHOR: MARKUN, PATRICIA MALONEY, ED.

DESCRIPTOR: *CHILD REARING; CROSS CULTURAL STUDIES; *HUMAN DEVELOPMENT; MEXICAN AMERICANS; *PARENT EDUCATION; *PARENT PARTICIPATION; SEX ROLE

IDENTIFIER: *PARENTING

DESCRIPTIVE NOTE: 71P.

THIS DOCUMENT CONTAINS 11 ARTICLES WHICH ARE CONCERNED WITH THE EDUCATION AND DEVELOPMENT OF PEOPLE WHO ARE, OR WILL BE, PARENTS. THE TERM "PARENTING" IS USED TO EMPHASIZE THE NEED TO HELP FATHERS AND MOTHERS TO DEAL EFFECTIVELY WITH THEIR OWN CHILDREN. ALSO, THE TERM REFLECTS THE GROWING AWARENESS THAT CHILD REARING IS THE FUNCTION OF MANY INDIVIDUALS AND ORGANIZATIONS IN A COMPLEX SOCIETY. THE ARTICLES ARE ENTITLED: (1) "PARENTING: CONCEPT AND PROCESS," (2) "PARENTING PERSPECTIVES FROM OTHER NATIONS," (3) "GRANDPA IN THE NURSERY," (4) "REDEFINING 'HIS' AND 'HERS': A PSYCHIATRIST SPEAKS ON CHANGING FAMILY ROLES," (5) "ARE YOU A PERFECT PARENT?", (6) "PARENTING IN A MEXICAN-AMERICAN COMMUNITY," (7) "IT'S PARENT WHO SUFFERS MOST", (8) "MISTER ROGERS AND PARENTING", (9) "HIGH SCHOOL PROGRAMS FOR FUTURE PARENTS," (10) "FUTURE HOMEMAKERS WORK WITH CHILDREN," AND (11) "TESTING PARENTS TO REACH/TEACH OTHERS." (DP)

AVAILABILITY: ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, 3615 WISCONSIN AVENUE, N. W., WASHINGTON, D. C. 20016 (PAPER, $2.50; ONLY ORDERS OF $5 OR MORE MAY BE BILLED)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092265

PUBLICATION DATE: JUN 74

TITLE: A SYNTHESIS OF THEORIES AND RESEARCH ON THE EFFECTS OF TEACHING IN FIRST AND SECOND LANGUAGES: IMPLICATIONS FOR BILINGUAL EDUCATION.

PERSONAL AUTHOR: CORNEJO, RICARDO J.

DESCRIPTOR: *BILINGUAL EDUCATION; CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; *EDUCATIONAL PROGRAMS; EDUCATIONAL THEORIES; EXPERIMENTAL PROGRAMS; FOREIGN COUNTRIES; HIGHER EDUCATION; LEGISLATION; *MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; *SECOND LANGUAGE LEARNING; TAXONOMY

DESCRIPTIVE NOTE: 133P.

THE PAPER PROVIDES UP-TO-DATE FACTUAL INFORMATION FOR FIRST AND SECOND LANGUAGE ACQUISITION AND BILINGUALISM FOR ADMINISTRATORS, TEACHING STAFF, PARENTS, STUDENTS, AND OTHERS CONCERNED WITH THIS SUBJECT. THE OVERVIEW OF PRESENT EDUCATIONAL THEORIES, RESEARCH AND DEVELOPMENT, PRACTICES, AND LEGISLATION IN THE AREAS OF LANGUAGE ACQUISITION AND LANGUAGE LEARNING INCLUDES: (1) A GENERAL VIEW OF THEORIES AND RESEARCH ON LANGUAGE ACQUISITION; (2) A REVIEW OF CONFERENCES AND EXPERIMENTAL DESIGNS IN SOME EUROPEAN AND LATIN AMERICAN COUNTRIES; (3) A SUMMARY OF THE 3 MOST RELEVANT TAXONOMIES OF BILINGUAL EDUCATION TO DATE; (4) A LIST OF THE 123 PROGRAMS IN THIS COUNTRY DESIGNED SPECIFICALLY FOR MEXICAN AMERICAN CHILDREN; (5) DISCUSSION SUMMARIES OF EXEMPLARY PROGRAMS IN THE SOUTHWEST; (6) A DESCRIPTION OF THE UNIQUE IMMERSION PROGRAM BEING IMPLEMENTED IN CULVER CITY, CALIFORNIA; (7) SELECTED EXCERPTS FROM LEGISLATION DEALING WITH BILINGUAL EDUCATION; AND (8) GENERAL CONCLUSIONS AND RECOMMENDATIONS. AMONG THE GENERAL RECOMMENDATIONS ARE: (1) PLANNING OF BILINGUAL CURRICULUM TO PROVIDE FOR ALL BILINGUAL STUDENTS; (2) PROVIDING A PROGRAM FLEXIBLE ENOUGH FOR SLOW LEARNERS AND BRIGHT STUDENTS AS WELL; AND (3) HAVING ALL UNIVERSITIES IN THE SOUTHWEST OFFER A BILINGUAL EDUCATION MAJOR. THE FORM USED TO GATHER INFORMATION ON EXEMPLARY BILINGUAL PROGRAMS IS PRESENTED IN THE APPENDIX. (NQ)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BLVD., AUSTIN, TEX. 78702 (STOCK NO. EC-015, $5.00)

ACCESSION NUMBER: ED092270

PUBLICATION DATE: SEP 72

TITLE: PERIODICALS OF INTEREST TO A SPANISH-SPEAKING COMMUNITY.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; CULTURAL BACKGROUND; FOREIGN LANGUAGE PERIODICALS; *LIBRARY MATERIALS; *MEXICAN AMERICANS; NOVELS; *PERIODICALS; SPANISH AMERICAN LITERATURE; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 7P.; PREPARED BY THE STAFF OF THE VALENCIA BRANCH, TUCSON PUBLIC LIBRARY

THE DOCUMENT GIVES A PARTIAL LISTING OF MAGAZINES OF SPECIAL INTEREST TO THE MEXICAN AMERICAN AND SPANISH SPEAKING COMMUNITY IN TUCSON, ARIZONA. THE JOURNALS ARE GROUPED IN 4 BROAD CATEGORIES: THERE ARE 8 LISTINGS FOR POPULAR JOURNALS (WOMEN'S MAGAZINES, HOME DECORATION, AND CRAFTS); 12 FOR NEWS; 8 FOR MEXICAN AMERICAN CULTURAL STUDIES; AND 2 FOTONOVELAS (FULL-LENGTH FEATURE STORIES OF ROMANCE AND ADVENTURE, GENERALLY DEPICTED WITH FRAME-BY-FRAME SHOTS FROM MOTION PICTURES WITH CAPTIONS). THREE PERIODICAL DEALERS ARE ALSO GIVEN. THE ANNOTATIONS PRESENT A GENERAL IDEA OF THE CONTENT OR FOCUS OF EACH PERIODICAL; THOSE WHICH ARE MOST SUITABLE FOR SMALL OR BRANCH COLLECTIONS ARE STARRED. PRICES, QUOTED IN U.S. CURRENCY, ARE INCLUDED ONLY TO GIVE A GENERAL IDEA OF THE COST; THEY ARE SUBJECT TO CHANGE AND VARY DEPENDING UPON WHETHER SUBSCRIPTIONS ARE PLACED DIRECTLY WITH THE PUBLISHERS OR THROUGH AN AGENT. MANY OF THE PUBLICATIONS ARE IN SPANISH. (KM)

ACCESSION NUMBER: ED092294

PUBLICATION DATE: 73

TITLE: TEACHER-PUPIL TRANSACTION IN BI-RACIAL CLASSROOMS: IMPLICATIONS FOR INSTRUCTION.

PERSONAL AUTHOR: WAHAB, ZAHER

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; CLASSROOM INTEGRATION; COMPARATIVE ANALYSIS; *ELEMENTARY SCHOOL STUDENTS; INTERACTION; *INTERMODE DIFFERENCES; LITERATURE REVIEWS; *MEXICAN AMERICANS; STUDENT ATTITUDES; *STUDENT TEACHER RELATIONSHIP

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE PACIFIC SOCIOLOGICAL ASSOCIATION (SAN JOSE, CALIFORNIA, MARCH 1974)

THE STUDY EXAMINED TEACHER-PUPIL TRANSACTION IN RACIALLY MIXED CLASSROOMS AND THE EFFECT ON THE STUDENT'S DEGREE OF PARTICIPATION, LEARNING, AND ATTITUDES TOWARD SELF AND SCHOOL. CONDUCTED AT THE GROVE ELEMENTARY SCHOOL (FICTITIOUS NAME) IN SONORA (FICTITIOUS NAME), CALIFORNIA, THE STUDY DIVIDED STUDENTS INTO FOUR CATEGORIES (ANGLO BOYS, ANGLO GIRLS, CHICANO BOYS, AND CHICANO GIRLS) TO SEE IF TEACHERS EXTEND DIFFERENTIAL TREATMENT. FIFTEEN CLASSES (GRADES 1-6) WERE OBSERVED FOR 214 HOURS. TEACHER-PUPIL INTERACTION WAS STUDIED IN SEVEN CATEGORIES: REWARD, PUNISHMENT, CONTROL AND MANAGEMENT, TEACHER ASSIGNING ACADEMIC-PRESTIGIOUS AND NONACADEMIC-PRESTIGIOUS TASKS, AND NONTASK ACADEMIC AND NONACADEMIC TEACHER-PUPIL INTERACTION. DATA WERE COLLECTED THROUGH STANDARD ETHNOGRAPHIC TECHNIQUES (PARTICIPATION, OBSERVATION, AND INTERVIEWS). MODIFIED INTERACTION ANALYSIS SCHEMES, QUESTIONNAIRES ADMINISTERED TO THE SCHOOL PERSONNEL AND THE FOURTH, FIFTH, AND SIXTH GRADE STUDENTS, CRITICAL INCIDENTS. ENUMERATION, CENSUS DATA, AND AN OCCUPATIONAL INTEREST INVENTORY. IT WAS FOUND THAT: (1) TEACHERS INTERACTED MORE WITH ANGLO THAN WITH CHICANO STUDENTS; (2) ANGLO BOYS RANKED HIGHEST IN ALL SEVEN INTERACTION CATEGORIES; (3) ANGLO GIRLS CAME SECOND IN FOUR OF THE SEVEN AREAS; (4) TEACHERS INTERACTED LEAST WITH CHICANO GIRLS IN ALL CATEGORIES; AND (5) TEACHERS INTERACTED MORE WITH BOYS THAN GIRLS IN ALL AREAS. (NQ)

ACCESSION NUMBER: ED092295

PUBLICATION DATE: 2 DEC 73

TITLE: BARRIO SCHOOL: WHITE SCHOOL IN A BROWN COMMUNITY.

PERSONAL AUTHOR: WAHAB, ZAHER

DESCRIPTOR: *ACCULTURATION; BICULTURALISM; *CULTURAL BACKGROUND; CULTURE CONFLICT; *EDUCATIONAL POLICY; FAMILY INFLUENCE; *MEXICAN AMERICANS; ROLE PERCEPTION; *SCHOOL ENVIRONMENT; SCHOOL ROLE; VALUES

IDENTIFIER: *CHICANO

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (NEW ORLEANS, LOUISIANA, NOVEMBER 28-DECEMBER 2, 1973)

AS AN AGENT OF THE SOCIOCULTURAL SYSTEM, THE SCHOOL IS A FORMAL MEANS OF CULTURAL TRANSMISSION, CONVEYING VALUES, SKILLS, ATTITUDES, COGNITIVE SKILLS, AND BEHAVIOR PATTERNS NECESSARY FOR MEMBERSHIP IN SOCIETY AND SURVIVAL OF THE SOCIOCULTURAL SYSTEM. FOR MEXICAN AMERICANS AND OTHER IMMIGRANTS, THE SCHOOL ALSO HAS THE RESPONSIBILITY OF ACCULTURATION. CONCEIVED, ESTABLISHED, MANAGED, AND STAFFED LARGELY BY WHITE MIDDLE CLASS ANGLOS, THE SCHOOL IS MORE OR LESS AN EXTENSION OF THE ANGLO CHILD'S FAMILY. BUT FOR THE MEXICAN AMERICAN CHILD, THE SCHOOL IS A SOURCE OF STRESS, ALIENATION, CULTURAL CONFRONTATION, AND OPPRESSION. THIS PAPER DISCUSSES THE SCHOOL AS IT RELATES TO THE CHICANO COMMUNITY. A DISCUSSION OF THE CHICANO CHILD'S BACKGROUND INCLUDES: (1) THE IMPORTANCE OF RELIGION IN EVERY ASPECT OF LIFE; (2) THE FAMILY AS THE MAIN SOURCE OF SUPPORT, SECURITY, AFFECTION, AND IDENTITY; (3) THE IDEAL MALE ROLE OF MACHISMO; (4) THE COMMON VALUES OF HONOR, SELF-RESPECT, AND SELF-SUFFICIENCY; (5) PARENTS AS ROLE MODELS; (6) COMPETITIVENESS IN SCHOOL; AND (7) THE HOME LIFE AND TRADITIONAL MEXICAN CULTURE WHICH ARE IN SHARP CONTRAST TO THE MAINSTREAM AND THE SCHOOL CULTURE. AMONG THE 17 EDUCATIONAL POLICY RECOMMENDATIONS ARE: MAKING SCHOOLS BILINGUAL AND BICULTURAL; RECRUITMENT AND TRAINING OF MORE CHICANOS IN SCHOOLS; AND EXTENSIVE RE-EDUCATION OF ALL SCHOOL PERSONNEL. (NQ)

ACCESSION NUMBER: ED092301

PUBLICATION DATE: MAY 74

TITLE: BIBLIOGRAPHY: INDIANS OF NORTH AMERICA, MEXICAN AMERICAN, NEGROES--CIVIL RIGHTS. AN ANNOTATED LIST.

PERSONAL AUTHOR: ABRAHAM, PAULINE

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CIVIL RIGHTS; FICTION; *MEXICAN AMERICANS; *NEGROES; PAPERBACK BOOKS; *SECONDARY SCHOOL STUDENTS

DESCRIPTIVE NOTE: 50P.

THE ANNOTATED BIBLIOGRAPHY PROVIDES A LIST OF BOOKS, FICTION AND NONFICTION, FOR USE IN JUNIOR AND SENIOR HIGH SCHOOLS. EACH ENTRY IS ARRANGED ALPHABETICALLY, GIVING AUTHOR, TITLE, PUBLISHER, COPYRIGHT DATE, LENGTH, COST, AND A RECOMMENDED SOURCE. PAPERBACK EDITIONS ARE INDICATED BY "PA." THE ANNOTATIONS HELP TO POINT UP THE WEAKNESSES AND STRENGTHS OF EACH BOOK. APPROXIMATELY 70 CITATIONS ARE GIVEN IN EACH OF THE 3 SECTIONS, WHICH COVER INDIANS OF NORTH AMERICA; MEXICAN AMERICANS; AND NEGROES AND CIVIL RIGHTS. (KM)

ACCESSION NUMBER: ED092327

PUBLICATION DATE: 72

TITLE: A COMPARISON OF THREE METHODS OF ORAL PRESENTATION OF SCIENCE ACTIVITIES TO FOURTH GRADE SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: NEVAREZ, MIGUEL ANGEL

DESCRIPTOR: BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; DOCTORAL THESES; EDUCATIONAL RESEARCH; *ELEMENTARY SCHOOL SCIENCE; *GRADE 4; INSTRUCTION; *ORAL COMMUNICATION; SCIENCE EDUCATION; *SPANISH SPEAKING

IDENTIFIER: RESEARCH REPORTS

DESCRIPTIVE NOTE: 200P.; PH.D. DISSERTATION, NEW YORK UNIVERSITY

REPORTED IS A STUDY TO COMPARE THREE METHODS OF ORAL PRESENTATION OF SCIENCE ACTIVITIES TO FOURTH GRADE SPANISH-SPEAKING CHILDREN. THE METHODS OF ORAL PRESENTATION USED WERE: (1) AN ENTIRE ENGLISH PRESENTATION; (2) AN ENTIRE SPANISH PRESENTATION; AND (3) A BILINGUAL PRESENTATION. THE INVESTIGATION WAS CONDUCTED IN TWO ELEMENTARY SCHOOLS IN A LOW-SOCIOECONOMIC AREA WITH A POPULATION OF OVER 99 PERCENT SPANISH-SPEAKING PEOPLE. SIX CLASSES, THREE HIGH-ABILITY LEVEL AND THREE LOW-ABILITY GROUPS, MATCHED ON IQ AND RESULTS OF A BILINGUAL DOMINANCE TEST, WERE INVOLVED. THE CONTENT OF SCIENCE SEQUENCE ACTIVITIES WAS THE SAME AND ALL THE TEACHING WAS DONE BY THE INVESTIGATOR. THE CRITERION VARIABLE WAS THE CHILDREN'S ACHIEVEMENT ON PREDETERMINED CONCEPTS AND SKILLS AS MEASURED BY A PRETEST-POSTTEST. BASED ON THE FINDINGS (.05 LEVEL OF SIGNIFICANCE), THE FOLLOWING CONCLUSIONS SEEMED JUSTIFIED: (1) CHILDREN TAUGHT BY THE SIMULTANEOUS USE OF ENGLISH AND SPANISH ACHIEVED MORE THAN THOSE TAUGHT EXCLUSIVELY IN ENGLISH OR IN SPANISH; (2) CHILDREN TAUGHT EXCLUSIVELY IN SPANISH ACHIEVED MORE THAN THOSE TAUGHT EXCLUSIVELY IN ENGLISH; AND (3) THERE WAS NO DIFFERENCE IN ACHIEVEMENT BETWEEN CHILDREN IN THE HIGH- AND LOW-ABILITY TRACKS. IT WAS RECOMMENDED THAT SPANISH-SPEAKING CHILDREN SIMILAR TO THOSE IN THIS STUDY BE TAUGHT USING THE BILINGUAL PRESENTATION METHOD. (AUTHOR/EB)

AVAILABILITY: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 72-26,608, MF-$5.00, XEROGRAPHY-$11.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED092449

PUBLICATION DATE: 72

TITLE: MULTI-ETHNIC GUIDE, AN INTRODUCTION. WORKING DRAFT.

PERSONAL AUTHOR: KEPLER, MARY, COMP.

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; AMERICAN CULTURE; *AMERICAN INDIANS; *ASIAN AMERICANS; CULTURAL AWARENESS; CULTURAL BACKGROUND; ELEMENTARY GRADES; ETHNIC GROUPS; *ETHNIC STUDIES; JAPANESE AMERICAN CULTURE; *MEXICAN AMERICANS; NEGRO CULTURE; *SOCIAL STUDIES UNITS; SOCIOCULTURAL PATTERNS

DESCRIPTIVE NOTE: 172P.

THIS DEVELOPMENTAL GUIDE WAS WRITTEN TO HELP CHILDREN AND TEACHERS GAIN AN UNDERSTANDING AND RESPECT FOR ALL ETHNIC GROUPS AND LEARN TO APPRECIATE THE STRENGTHS INHERENT IN THEIR DIFFERENCES AS WELL AS IN THEIR SIMILARITIES. THE INTRODUCTORY LESSONS DEAL WITH THE TOTAL CHILD: FIRST HELPING HIM TO GAIN A BETTER INSIGHT INTO HIMSELF, THEN STUDYING THE CHILD'S FAMILY AND HIS ROLE IN IT, EXPANDING TO OTHER GROUPS TO WHICH HE BELONGS INCLUDING THE CULTURAL GROUP OF WHICH HE IS A MEMBER. REMAINING SECTIONS OF THE GUIDE ARE DEVOTED TO A STUDY OF SPECIFIC MINORITY GROUPS--AMERICAN INDIAN, BLACK AMERICAN, ASIAN AMERICAN, MEXICAN AMERICAN--FROM THE STANDPOINT OF THEIR SOCIAL ORGANIZATIONS, INCLUDING THE FAMILY, ITS CUSTOMS AND TRADITIONS; THE SOCIAL HISTORY OF THE GROUP IN AMERICA; AND ITS CONTRIBUTIONS TO AMERICAN SOCIETY. THESE SECTIONS MAY BE USED SEPARATELY OR COMPARATIVELY. ALL OF THE LESSONS ARE DESIGNED IN A FLEXIBLE MANNER FOR USE AT ANY ELEMENTARY GRADE LEVEL. EACH LESSON PROVIDES OBJECTIVES, ACTIVITIES, AND RESOURCE MATERIALS. THE APPENDIX INCLUDES RECIPES; CHARTS FOR IDENTIFYING FOOD PECULIAR TO EACH GROUP; INDIAN WORDS, NAMES, AND DESIGNS; AND A CHINESE ZODIAC. (AUTHOR/JH)

ACCESSION NUMBER: ED092619

PUBLICATION DATE: 74

TITLE: ANCHOR TEST STUDY. FINAL REPORT. VOLUME 18, SUBGROUP EQUATING TABLES, SPANISH SURNAMED CHILDREN, GRADES 4, 5, AND 6.

PERSONAL AUTHOR: BIANCHINI, JOHN C.; LORET, PETER G.

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; *EQUATED SCORES; GRADE 4; GRADE 5; GRADE 6; MEASUREMENT TECHNIQUES; *RAW SCORES; READING; READING COMPREHENSION; *READING TESTS; *SPANISH AMERICANS; STANDARDIZED TESTS; TABLES (DATA); VOCABULARY

IDENTIFIER: *ANCHOR TEST STUDY; CALIFORNIA ACHIEVEMENT TESTS; COMPREHENSIVE TESTS OF BASIC SKILLS; IOWA TEST OF BASIC SKILLS; METROPOLITAN ACHIEVEMENT TESTS; SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS; SRA ACHIEVEMENT SERIES; STANFORD ACHIEVEMENT TESTS

DESCRIPTIVE NOTE: 289P.; FOR RELATED DOCUMENTS, SEE TM003784-817

THE ANCHOR TEST STUDY PROVIDES A METHOD FOR TRANSLATING A PUPIL'S SCORE ON ANY ONE OF EIGHT WIDELY USED STANDARDIZED READING TESTS FOR GRADES 4, 5, AND 6 TO A CORRESPONDING SCORE OF ANY OF THE OTHER SEVEN TESTS, AS WELL AS FURNISHING NEW NATIONALLY REPRESENTATIVE NORMS FOR EACH OF THE EIGHT TESTS. IN ADDITION, THE STUDY PRESENTS NEW ESTIMATES OF ALTERNATE FORM RELIABILITY FOR EACH TEST, PROVIDES ESTIMATES OF THE INTERCORRELATIONS AMONG THE TESTS, AND EXPLORES EMPIRICALLY SOME METHODOLOGICAL QUESTIONS IN TEST-EQUATING. CONTAINED IN THIS VOLUME OF THE STUDY ARE SUBGROUP EQUATING TABLES FOR SPANISH SURNAMED CHILDREN IN GRADES 4, 5, AND 6 FOR READING COMPREHENSION, VOCABULARY, AND TOTAL READING USING LINEAR AND EQUIPERCENTILE EQUATING METHODS FOR THE FOLLOWING SEVEN TESTS: CALIFORNIA ACHIEVEMENT TESTS (1970), COMPREHENSIVE TESTS OF BASIC SKILLS (1968), IOWA TEST OF BASIC SKILLS (1971), METROPOLITAN ACHIEVEMENT TESTS (1970), SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (1969), SRA ACHIEVEMENT SERIES (1971), AND STANFORD ACHIEVEMENT TESTS (1964). EQUATING AND NORMING DATA ON THE EIGHTH TEST IN THE STUDY, THE GATES MACGINITIE (1964), ARE INCLUDED IN VOLUMES 31, 32, AND 33 OF THE ANCHOR TEST STUDY. (RC)

ACCESSION NUMBER: ED092640

PUBLICATION DATE: JUL 73

TITLE: AN EVALUATION OF THE 1972 BILINGUAL EDUCATION PROGRAM, ESEA TITLE VII. COMMUNITY SCHOOL DISTRICT 9, BRONX, NEW YORK.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CURRICULUM DEVELOPMENT; DISADVANTAGED YOUTH; *ELEMENTARY SCHOOLS; INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; PARAPROFESSIONAL SCHOOL PERSONNEL; PRESERVICE EDUCATION; *PROGRAM EVALUATION; SPANISH SPEAKING; URBAN SCHOOLS

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *NEW YORK CITY

DESCRIPTIVE NOTE: 182P.; FUNCTION 49-37601

THIS PROGRAM, FUNDED UNDER TITLE VII OF THE ELEMENTARY SECONDARY EDUCATION ACT OF 1965, WAS DESIGNED TO PROVIDE AN OPEN LEARNING ENVIRONMENT IN WHICH STUDENTS COULD LEARN TO FUNCTION IN BOTH ENGLISH AND SPANISH. THE CLASSROOMS WERE LARGE AND FOR THE MOST PART CONTAINED SEVERAL GRADES WHICH WERE DIVIDED INTO SEPARATE CLASSES BY MEANS OF DIVIDERS. THE PROGRAM OPERATED WITH A STAFF OF 15 TEACHERS, 1 DIRECTOR, AND 6 PARAPROFESSIONALS FOR 365 STUDENTS. THE ACTIVITIES OF THE PROGRAM INCLUDED INSTRUCTION IN BOTH DOMINANT AND SECONDARY LANGUAGES, CULTURE AND HERITAGE, MATH, SOCIAL STUDIES, READING AND LANGUAGE ARTS. THE PRIMARY OBJECTIVES OF THE PROGRAM WERE: (1) THE MEAN SCORES OF STUDENTS ON VARIOUS TESTS SHOULD SIGNIFICANTLY INCREASE BETWEEN PRE- AND POSTTESTING; (2) TEACHERS WOULD ATTEND PRESERVICE AND INSERVICE TRAINING IN THE TEACHING OF LANGUAGE ARTS, MATH, AND READING; (3) TEACHERS WOULD ENROLL IN A BILINGUAL EDUCATION PROGRAM AT A METROPOLITAN UNIVERSITY; (4) ACADEMIC MATERIALS WOULD BE DEVELOPED AND ACQUIRED; AND (5) AN EXCHANGE OF MATERIALS WITH A SISTER SCHOOL IN PUERTO RICO WOULD BE SET UP. THE PRIMARY MEDIUM OF INSTRUCTION WAS THE STUDENTS' DOMINANT LANGUAGE, ENGLISH. THERE APPEARED TO BE A MARKED INCREASE IN SPANISH AS A MEDIUM OF INSTRUCTION OVER THE YEAR. (AUTHOR/JM)

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ACCESSION NUMBER: ED092648

PUBLICATION DATE: MAY 73

TITLE: RACIAL DISCRIMINATION THROUGH MENTAL TESTING: A SOCIAL CRITIC'S POINT OF VIEW. IRCD BULLETIN, NO. 42, MAY 1973.

PERSONAL AUTHOR: SAMUDA, RONALD J.

DESCRIPTOR: ABILITY GROUPING; ACADEMIC ACHIEVEMENT; *ANALYTICAL CRITICISM; CULTURAL FACTORS; ENVIRONMENTAL INFLUENCES; GROUP TESTS; *INTELLIGENCE TESTS; LITERATURE REVIEWS; *MENTAL TESTS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PUERTO RICANS; RACIAL DIFFERENCES; *RACIAL DISCRIMINATION; SOCIOECONOMIC STATUS; STANDARDIZED TESTS; TEST BIAS

DESCRIPTIVE NOTE: 18P.

THIS PAPER, BASED ON A BOOK ON THE ASSESSMENT OF MINORITY STUDENTS, IS A CRITICAL REVIEW OF THE RESEARCH DONE HERETOFORE ON INTELLIGENCE TESTING. IT DEALS WITH SUCH ISSUES AS: THE SOCIAL CRITICISM OF TESTING THROUGH NUMEROUS LAWSUITS, COURT RULINGS, AND IN THE POSITIONS TAKEN BY THE ASSOCIATION OF BLACK PSYCHOLOGISTS AND THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION; THE USE OF IQ TESTS FOR GROUPING PURPOSES; EXPERIMENTS RELATED TO THE TEST ENVIRONMENT; THE SELF-FULFILLING PROPHECY; AND THE EFFECTS OF LANGUAGE DIFFERENCES ON TEST RESULTS. IT IS HELD THAT THE PRESENT TREND POINTS TOWARD AN EXPANSION AND ELABORATION OF PSYCHOMETRICS RATHER THAN AN ABOLITION OF OBJECTIVE TESTS. AMONG THE TRENDS ARE: A RECOGNITION OF THE NEED TO TRAIN THE USERS OF TESTS TO ENSURE THAT TEST SCORES ARE NOT MISINTERPRETED AND ALSO TRAIN THEM IN THE POTENTIALITIES OF A VARIETY OF ERRORS OF INTERPRETATION DUE TO TECHNICAL AND PSYCHOLOGICAL FACTORS WHICH CONTAMINATE TEST RESULTS; A FOCUS ON MEASURES OF ENVIRONMENT TO BOLSTER AND SUPPLEMENT THE SCORES FROM TRADITIONAL TESTS; A CALL FOR A "PLURALISTIC SOCIOCULTURAL" PERSPECTIVE ON THE TESTING OF MINORITIES; THE DEVELOPMENT OF NEW MEASURES CONSISTENT WITH THE SPECIAL LANGUAGE CHARACTERISTICS OF THE MINORITIES; AND, AN EMPHASIS ON DESCRIPTION AND PRESCRIPTION RATHER THAN ON SELECTION AND PREDICTION IN ORDER TO FACILITATE EQUAL EDUCATIONAL OPPORTUNITIES. (AUTHOR/RJ)

ACCESSION NUMBER: ED092657

PUBLICATION DATE: 15 JUN 73

TITLE: FINAL EVALUATION, TITLE VII, COMMUNITY SCHOOL DISTRICT NO. 10. BILINGUAL MINI SCHOOL.

PERSONAL AUTHOR: DIAZ, AGAPITO; SMIDT, ROBERT K.

DESCRIPTOR: *BILINGUAL EDUCATION; CLASSROOM GAMES; CURRICULUM DEVELOPMENT; *ELEMENTARY EDUCATION; ENGLISH (SECOND LANGUAGE); *INNER CITY; KINDERGARTEN; PARAPROFESSIONAL SCHOOL PERSONNEL; *PROGRAM EVALUATION; SMALL GROUP INSTRUCTION; SPANISH SPEAKING; STUDENT TEACHER RATIO

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *NEW YORK CITY

DESCRIPTIVE NOTE: 31P.

THE ELEMENTARY SECONDARY EDUCATION ACT TITLE VII BILINGUAL PROGRAM OPERATED AT THE BILINGUAL MINI SCHOOL, LOCATED WITHIN PUBLIC SCHOOL 59. THE PROGRAM COMPLETED ITS SECOND YEAR OF OPERATION IN JUNE 1973. DURING ITS FIRST YEAR IN EXISTENCE, THE BILINGUAL PROGRAM SERVED KINDERGARTEN AND GRADE 1 CHILDREN. GRADE 2 CLASSES WERE ADDED DURING THE 1972-73 ACADEMIC YEAR. THE PROJECT SERVICED BOTH SPANISH AND ENGLISH DOMINANT CHILDREN, IN THE PROPORTIONS WHICH REFLECT THE POPULATION OF THE COMMUNITY. THE PROGRAM ACCOMODATED 219 CHILDREN ON THREE GRADE LEVELS. EIGHT FULL-TIME TEACHERS AND EIGHT EDUCATIONAL ASSISTANTS WORKED IN THE PROGRAM. AN ENGLISH AS A SECOND LANGUAGE TEACHER WAS ADDED TO THE STAFF AT MIDYEAR. THE MATERIALS AVAILABLE IN THE PROGRAM WERE ADEQUATELY SUITED TO THEIR NEEDS. IN EACH CLASSROOM THERE WERE VARIOUS KINDS OF LEARNING GAMES (IN ENGLISH AND SPANISH) WHICH WERE FREQUENTLY USED BY THE CHILDREN. IN EACH CLASSROOM THERE WERE SPECIAL INTEREST AREAS LOCATED AROUND THE ROOM. THE TEACHERS DEVELOPED MATERIALS ON THEIR OWN FOR CHILDREN WHO NEEDED ADDITIONAL ASSISTANCE IN THEIR WEAKEST SKILL AND CONCEPT AREAS. THE LOW ADULT-STUDENT RATIO ALLOWED FREQUENT SMALL GROUP AND INDIVIDUALIZED INSTRUCTION. THE PROGRAM PLACED ITS PRIMARY INSTRUCTIONAL EFFORTS ON THE SMALL GROUP LEARNING UNIT. THE MATERIALS, AVAILABLE IN BOTH ENGLISH AND SPANISH, WERE GEARED TO DIFFERENT LEVELS OF ABILITY IN READING AND MATH. CULTURALLY ENRICHING FIELD TRIPS WERE AN INTEGRAL PART OF THE PROGRAM, ESPECIALLY FOR THE SECOND GRADE CHILDREN. (AUTHOR/JM)

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ACCESSION NUMBER: ED093001

PUBLICATION DATE: APR 74

TITLE: AWARENESS GROUPS FOR MIGRANT CHILDREN.

PERSONAL AUTHOR: FRIEDMAN, PAUL G.

DESCRIPTOR: CULTURAL BACKGROUND; DISCUSSION (TEACHING TECHNIQUE); *GROUP DISCUSSION; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; MIGRANT CHILDREN; PEER RELATIONSHIP; *PERCEPTION; SELF CONCEPT; STUDENT INTERESTS; STUDENT NEEDS; *TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE CENTRAL STATES SPEECH ASSOCIATION (MILWAUKEE, APRIL, 1974)

CHILDREN OF MIGRANT WORKERS, WHOSE EMPLOYMENT NECESSARILY ENTAILS TRAVEL AND WORK DURING PARTS OF THE SCHOOL YEAR, SUFFER ACADEMICALLY FROM THEIR TRUNCATED SCHOOLING AND A DIFFERENT CULTURAL BACKGROUND FROM BOTH THOSE WHO TEACH THEM AND THOSE WHO ATTEND SCHOOL WITH THEM. TO COUNTER THESE DISADVANTAGES, THE CREATION OF AN AWARENESS GROUP TIME--HALF AN HOUR EACH DAY--PROVIDES ALL CHILDREN WITHIN THE CLASS WITH A CHANCE TO SPEAK FREELY AND LISTEN TO OTHERS ON MATTERS OF PERSONAL CONCERN AND TO ESTABLISH CLOSER RELATIONSHIPS AMONG THEMSELVES. ALSO BENEFITING FROM THESE DISCUSSIONS, THE TEACHER MUST ESTABLISH A WARM, NON-CRITICAL ATMOSPHERE WHICH INSPIRES THE CHILDREN'S TRUST, DRAWS OUT SHY CHILDREN, AND GENTLY BUT FIRMLY DEALS WITH AGGRESSIVE CHILDREN. FROM DISCUSSIONS, DRAWINGS, PUPPET PLAYS, AND ROLE-PLAYING WITHIN THESE AWARENESS GROUPS, THE MIGRANT CHILD MAY BECOME MORE AWARE OF HIS FEELINGS AND WHAT TRIGGERS THEM, OF HIS POTENTIAL CAPABILITIES, AND OF THE INTERPERSONAL CONSEQUENCES OF HIS BEHAVIOR. (JM)

ACCESSION NUMBER: ED093286

PUBLICATION DATE: 74

TITLE: FIESTA: MINORITY TELEVISION PROGRAMMING.

PERSONAL AUTHOR: MARSHALL, WES; AND OTHERS

DESCRIPTOR: *AUDIENCES; ETHNIC GROUPS; MEXICAN AMERICANS; *MINORITY GROUPS; *PROGRAM EVALUATION; *PROGRAMING (BROADCAST); PROGRAM PLANNING; TELEVISION; *TELEVISION RESEARCH; TELEVISION SURVEYS; TELEVISION VIEWING

IDENTIFIER: ARIZONA; *PROJECT FIESTA; TUCSON

DESCRIPTIVE NOTE: 138P.

THE SUGGESTIONS FOR PLANNING, RUNNING, AND EVALUATING MINORITY TELEVISION PROGRAMING PRESENTED IN THIS HANDBOOK ARE BASED ON THE EXPERIENCE AND EXAMPLE OF THE FIESTA PROJECT (TUCSON, ARIZONA). AFTER INITIATING THE READER INTO THE TOPIC OF MINORITY PROGRAMING, THE DOCUMENT DISUCSSES THE FOLLOWING TOPICS: BROADCAST RESEARCH, ORIGINS OF THE FIESTA PROJECT, DEFINING THE MINORITY AUDIENCE, AUDIENCE RESEARCH METHODS, PREPRODUCTION AUDIENCE RESEARCH, PROMOTION, FORMAT AND CONTENT, PRODUCTION FROM THE PRODUCER-DIRECTOR'S VIEW, MANAGEMENT, PRODUCTION FROM THE ANTHROPOLOGIST'S VIEW, INTEGRATION OF RESEARCH AND PRODUCTION, INTEGRATION OF THE PROJECT AND THE COMMUNITY, FINAL RESEARCH RESULTS, AND ASSESSMENT OF THE PROJECT. THE STATISTICAL RESULTS OF THE FIESTA RESEARCH AND SURVEYS ARE PROVIDED. (WH)

AVAILABILITY: THE UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85722 ($5.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093304

PUBLICATION DATE: 74

TITLE: LIBRARY AND INFORMATION SERVICES FOR SPECIAL GROUPS.

PERSONAL AUTHOR: SMITH, JOSHUA I., ED.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; BIBLIOGRAPHIES; *INFORMATION SERVICES; INSTITUTION LIBRARIES; LIBRARIANS; LIBRARY COLLECTIONS; LIBRARY PROGRAMS; *LIBRARY SERVICES; LITERACY; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PRISONERS; SPECIAL LIBRARIES; *STATE OF THE ART REVIEWS; UNIVERSITY LIBRARIES

IDENTIFIER: APPALACHIA

DESCRIPTIVE NOTE: 337P.

SPECIAL GROUPS ARE DEFINED IN THIS BOOK AS "GROUPS THAT ARE A MINORITY OF THE GENERAL POPULATION THAT, FOR ONE REASON OR ANOTHER, DO NOT SHARE EQUALLY IN THE SOCIAL, ECONOMIC, EDUCATIONAL, AND POLITICAL OPPORTUNITIES OFFERED BY THIS GREAT NATION." THUS, AN ATTEMPT IS MADE HERE TO FIND OUT WHAT LIBRARY AND INFORMATION SERVICES HAVE BEEN PROVIDED FOR AND ARE NEEDED BY SUCH GROUPS. THERE ARE CHAPTERS ON: THE AMERICAN INDIAN, WITH HIS NEED FOR A GREATER DECISION-MAKING ROLE IN INDIAN LIBRARY PROGRAMS; APPALACHIAN WHITES, WHO HAVE A LONG CULTURAL HERITAGE BUT A LOW LITERACY RATE; BLACK ACADEMIC LIBRARIES, WITH A COMPARISON OF THESE WITH NONBLACK ACADEMIC LIBRARIES; BLACK STUDIES AND THE ROLE OF LIBRARIANS IN THE DEVELOPMENT OF BLACK STUDIES COLLECTIONS; LIBRARY SERVICE TO PRISONERS, WITH THEIR REQUIREMENTS FOR LIBRARY MATERIALS RELEVANT TO THEIR SPECIAL NEEDS; AND MEXICAN AMERICANS, WHO PARTICULARLY WISH TO PARTICIPATE IN THE DEVELOPMENT AND ADMINISTRATION OF THEIR COMMUNITIES' LIBRARY PROGRAMS. ALL CHAPTERS HAVE EXTENSIVE BIBLIOGRAPHIES, SOME ANNOTATED. (LS)

AVAILABILITY: SCIENCE ASSOCIATES/INTERNATIONAL, INC., 23 EAST 26TH STREET, NEW YORK, NEW YORK 10010

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093511

PUBLICATION DATE: JUL 74

TITLE: A STUDY OF THE RELATIONSHIP OF THE LENGTH OF CONTINUOUS ATTENDANCE AT A SINGLE SCHOOL TO READING AND ARITHMETIC ACHIEVEMENT TEST SCORES.

PERSONAL AUTHOR: GURECKI, KAREN J.; WURSTER, STANLEY R.

DESCRIPTOR: *ACHIEVEMENT RATING; ANGLO AMERICANS; *ATTENDANCE PATTERNS; CONTINUOUS LEARNING; GRADE 6; MATHEMATICS; MEXICAN AMERICANS; *MOBILITY; NEGROES; READING TESTS; *RELATIONSHIP; RESIDENTIAL PATTERNS; RURAL AREAS; SCORES; *TEST RESULTS

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 47P.

THE STUDY INVESTIGATED WHETHER A SIGNIFICANT RELATIONSHIP EXISTED BETWEEN THE CONTINUOUS LENGTH OF TIME A STUDENT SPENDS AT ONE SCHOOL AND READING AND ARITHMETIC ACHIEVEMENT TEST SCORES. THE STUDY POPULATION CONSISTED OF ALL 6TH GRADE STUDENTS IN A SINGLE SCHOOL LOCATED WITHIN 25 MILES OF PHOENIX (ARIZONA) AND WITHIN 10 MILES OF AN AIR FORCE COMPLEX. THE LITERATURE REVIEW, USING ONLY STUDIES WRITTEN AFTER 1959, SHOWED THAT THERE WAS NO SIGNIFICANT RELATIONSHIP BETWEEN MOBILITY AND ACHIEVEMENT. A TOTAL OF 132 STUDENTS WHO WERE PRESENT WHEN THE CALIFORNIA ACHIEVEMENT TEST (CAT) WAS ADMINISTERED IN OCTOBER 1973 WERE INCLUDED IN THE TESTING. IF A STUDENT WAS PRESENT FOR THE TESTING, BUT SUBSEQUENTLY MOVED, HIS SCORES WERE STILL INCLUDED. A CAUSAL-COMPARISON DESIGN WAS USED, WITH CONTINUOUS LENGTH OF TIME AS THE INDEPENDENT VARIABLE AND MEAN GRADE EQUIVALENT ACHIEVEMENT TEST SCORES AS THE DEPENDENT. ANALYSIS OF VARIANCE WAS USED TO DETERMINE IF DIFFERENCES EXISTED AT THE .05 LEVEL OF SIGNIFICANCE FOR 4 CAT SUBTESTS: READING VOCABULARY, READING COMPREHENSION, MATHEMATICS COMPUTATION, AND MATHEMATICS CONCEPTS AND PROBLEMS. THE STUDY CONCLUDED THAT, SINCE THE F-RATIOS WERE NOT SUFFICIENT TO ESTABLISH SIGNIFICANCE AT THE .05 LEVEL, LENGTH OF CONTINUOUS ATTENDANCE DID NOT SIGNIFICANTLY AFFECT ACHIEVEMENT TEST SCORES. (KM)

ACCESSION NUMBER: ED093521

PUBLICATION DATE: MAY 74

TITLE: A COMPARATIVE STUDY OF STUDENTS' ATTITUDES TOWARD EDUCATION.

PERSONAL AUTHOR: QUINTANAR, ROSALINDA

DESCRIPTOR: *ANGLO AMERICANS; CHANGE AGENTS; COLLEGE STUDENTS; *COMPARATIVE ANALYSIS; *EDUCATIONAL ATTITUDES; *FOREIGN STUDENTS; *MEXICAN AMERICANS; NON WESTERN CIVILIZATION; ROLE PERCEPTION; STUDENT MOTIVATION; TEACHER ORIENTATION

DESCRIPTIVE NOTE: 103P.; M.A. THESIS, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, N.M.

THE COMPARATIVE ANALYSIS OF STUDENTS' ATTITUDES INCLUDED MEXICAN AMERICAN, ANGLO, AND ASIAN STUDENTS (FROM THAILAND, TAIWAN, AND THE PHILIPPINES). A LIKERT SCALE WAS USED TO MEASURE ALL ATTITUDES. ALL ANALYSIS PERFORMED UTILIZED CROSS TABULATION AND CHI SQUARE. THE ATTITUDES STUDIED WERE REASONS FOR GOING TO COLLEGE; CONCEPT OF AN EDUCATED PERSON -- WHETHER THEY SHOULD HAVE A TECHNICAL ORIENTATION OR A BROADER INTEREST IN LIFE; STUDENT VERSUS PROFESSIONAL ORIENTATION OF PROFESSORS; AND STUDENT-PROFESSOR DISTANCE. ASIAN STUDENTS APPEARED TO BE MORE COLLECTIVELY ORIENTED THAN U.S. STUDENTS, AND ALSO THOUGHT THE EDUCATED PERSON SHOULD HAVE A BROADER ORIENTATION IN LIFE. BOTH ASIAN AND U.S. STUDENTS FAVORED PROFESSORS' ATTITUDES BEING MORE STUDENT THAN PROFESSIONALLY ORIENTED. ASIAN STUDENTS DID PERCEIVE MORE DISTANCE BETWEEN THEMSELVES AND THEIR PROFESSORS. NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN MEXICAN AMERICAN AND ANGLO STUDENTS' ATTITUDES TOWARD EDUCATION. SOCIOECONOMIC STATUS, AS MEASURED BY OCCUPATION, EDUCATION, AND INCOME, DID NOT APPEAR TO INFLUENCE THE REASONS STUDENTS HAVE FOR GOING TO COLLEGE AND WAS NOT RELATED TO OTHER ATTITUDES. NEITHER SEX, NOR RURAL/URBAN RESIDENCE, WERE RELATED TO ATTITUDES TOWARD EDUCATION. (AUTHOR/KM)

ACCESSION NUMBER: ED093522

PUBLICATION DATE: JUN 74

TITLE: SELF-ESTEEM AND ACADEMIC PERFORMANCE: USING A SELF-IMAGE IMPROVEMENT PACKAGE WITH EMPHASIS ON THE CHICANO STUDENT.

PERSONAL AUTHOR: MEDEIROS, FRANCINE; PECK, JOHN D.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; CHANGE AGENTS; COMMUNITY COLLEGES; CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; *EXPERIMENTAL PROGRAMS; INDIVIDUAL DEVELOPMENT; *INSTRUCTIONAL MATERIALS; MATERIAL DEVELOPMENT; *MEXICAN AMERICANS; RECRUITMENT; *SELF ESTEEM; SUCCESS FACTORS

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 11P.

THE STUDY EXPERIMENTALLY INVESTIGATED A SELF-IMAGE DEVELOPMENT PACKAGE - SELF-PROGRAMMED COUNSELING AND SELF-PROGRAMMED CONTROL (SPC) - THAT WAS ESPECIALLY GEARED TO MEET THE EDUCATIONAL AND PERSONAL NEEDS OF THE CHICANO STUDENT. THE FALL 1973 STUDY USED THESE CONSIDERATIONS: (1) HOW THE COMMUNITY COLLEGE CAN INCREASE THE ENROLLMENT OF CHICANO STUDENTS TO REFLECT THE KINDERGARTEN THROUGH 12TH GRADE SPANISH SURNAMED POPULATION OF THE DISTRICT; (2) HAVING RECRUITED MORE CHICANO STUDENTS, WHAT THE INSTITUTIONS CAN DO TO RETAIN THEM; AND (3) WHAT TYPES OF PROGRAMS/CURRICULA SHOULD BE DEVELOPED TO MEET THE LEARNING STYLES AS WELL AS THE PERSONAL AND ACADEMIC NEEDS OF THE CHICANO STUDENT. THE STUDY POPULATION INCLUDED 46 CHICANO STUDENTS WHO ENROLLED IN THE FALL 1973 SEMESTER AT MT. SAN ANTONIO COLLEGE (WALNUT, CALIFORNIA) AND CONTINUED THEIR ENROLLMENT THROUGH THE 15TH WEEK OF THE SEMESTER. THE RESULTS CONCLUDED THAT THE SPC ATTITUDE CHANGE PACKAGE CAN HELP CHICANOS AND OTHERS TO COMPETE MORE EFFECTIVELY. THE SPC GROUP ACHIEVED HIGHER GRADE POINT AVERAGES, RE-ENROLLMENT RATES, BETTER STUDY HABITS AND ATTITUDES, AND LOWER FEAR FACTORS. RESULTS ALSO CONFIRMED THE RESEARCHERS' IMPRESSION THAT LOW SELF-IMAGE IS A KEY FACTOR INHIBITING SUCCESSFUL ACADEMIC PERFORMANCE. (KM)

ACCESSION NUMBER: ED093528

PUBLICATION DATE: AUG 74

TITLE: THE EFFECTS OF THE LAS CRUCES, NEW MEXICO, BILINGUAL PROGRAM ON SELECTED ASPECTS OF ENGLISH.

PERSONAL AUTHOR: KINGSBURY, RAMONA LEE BENT

DESCRIPTOR: *BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); *LANGUAGE FLUENCY; *LANGUAGE PROFICIENCY; LITERATURE REVIEWS; MASTERS THESES; ORAL COMMUNICATION; ORAL EXPRESSION; *SPANISH SPEAKING

IDENTIFIER: *LAS CRUCES; NEW MEXICO

DESCRIPTIVE NOTE: 45P.; M.A. THESIS, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, N.M.

THE STUDY ASCERTAINED THROUGH STANDARDIZED TESTS, IF A BILINGUAL EDUCATIONAL PROGRAM HAD AN EFFECT ON SPOKEN ENGLISH PROFICIENCY OF NATIVE SPANISH SPEAKERS IN LAS CRUCES, NEW MEXICO. THE SAMPLE CONSISTED OF 34 FOURTH GRADE CHILDREN ENROLLED IN THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IN THE LAS CRUCES PUBLIC SCHOOL SYSTEM. THE SUBJECTS WERE DIVIDED INTO 2 GROUPS: GROUP I WAS TAUGHT IN BOTH ENGLISH AND SPANISH; GROUP II WAS TAUGHT IN ENGLISH ONLY. TAKEN FROM THE SAME CULTURAL AND SOCIOECONOMIC BACKGROUND, SUBJECTS WERE TESTED IN A QUIET ROOM. THE METHODS USED TO MEASURE ENGLISH SPEAKING PROFICIENCY WERE THE AMMONS QUICK PICTURE VOCABULARY TEST; 3 SUBTESTS OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY TAKEN FROM THE REPRESENTATIONAL LEVEL (AUDITORY RECEPTION, AUDITORY ASSOCIATION, AND VERBAL EXPRESSION); AND A NONVERBAL INTELLIGENCE TEST (THE COLUMBIA MENTAL MATURITY SCALE). MEAN SCORES WERE COMPUTED FOR ALL TESTS AND GROUPS WERE COMPARED. TO DETERMINE THE SIGNIFICANCE OF DIFFERENCE BETWEEN SCORES, T TESTS WERE CONDUCTED ON ALL TESTS. FINDINGS WERE: (1) NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE 2 GROUPS ON ENGLISH SPEAKING PROFICIENCY IN AUDITORY RECEPTION, AUDITORY ASSOCIATION, VERBAL EXPRESSION, AND ON THE INTELLIGENCE TEST; AND (2) SIGNIFICANT DIFFERENCES WERE FOUND ON THE AMMONS QUICK PICTURE VOCABULARY TEST. ENGLISH SPEAKING PROFICIENCY WAS DEPRESSED FOR BOTH GROUPS WHEN COMPARED WITH NORMS FOR THEIR CHRONOLOGICAL AGE. (AUTHOR/NQ)

ACCESSION NUMBER: ED093536

PUBLICATION DATE: AUG 74

TITLE: INTEGRATION OF MEXICAN-AMERICAN HERITAGE INTO UNITED STATES HISTORY.

PERSONAL AUTHOR: MILLER, HUBERT J.

DESCRIPTOR: COURSE CONTENT; *ETHNIC GROUPS; ETHNIC STUDIES; FUSED CURRICULUM; *HISTORY INSTRUCTION; IMMIGRANTS; *INTEGRATED CURRICULUM; *MEXICAN AMERICANS; REVOLUTION; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 13P.; REVISION OF PAPER READ AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION MEETING, (SAN ANTONIO, TEXAS, MARCH 30-APRIL 1, 1972)

DURING THE PAST DECADE, IT HAS BEEN MADE CLEAR THAT EDUCATIONAL STRUCTURES AND CURRICULA MUST BECOME RESPONSIVE TO STUDENT NEEDS AND ASPIRATIONS. MANY MINORITY GROUPS ARE CALLING FOR DEVELOPMENT OF AN EDUCATIONAL SYSTEM WHICH INCLUDES THE STUDY OF ETHNIC HERITAGES AND ASPIRATIONS. THE RESPONSE HAS BEEN THE INAUGURATION OF BLACK, CHICANO, AND AMERICAN INDIAN STUDIES. THE GROWING ACCEPTABILITY OF ETHNIC COURSES OFFERS HOPE FOR FUTURE EDUCATIONAL INNOVATIONS IN WHICH THE STUDY OF HISTORY WILL PLAY AN INTEGRAL ROLE. THE CONTENT OF U.S. HISTORY SHOULD INCLUDE THE MANY ETHNIC CULTURES WHICH HAVE BECOME PART OF THE DEMOCRATIC EXPERIENCE. IN THIS PAPER, THE MEXICAN AMERICAN CULTURE, WHICH HAS CONTRIBUTED TO THE NATION'S HISTORICAL DEVELOPMENT, IS SINGLED OUT. EMPHASIZING A CONTENT STRUCTURE USING THREE HISTORY MODULES, THE PAPER ALSO DEMONSTRATES HOW THESE CAN BE INCORPORATED IN TEACHING U.S. HISTORY. THE PRESENTATION METHODOLOGY AND MATERIAL DEVELOPMENT ARE LEFT TO THE TEACHER. THE THREE MODULES ARE: (1) AMERICA AND EUROPE MEET; (2) INDEPENDENCE MOVEMENTS; AND (3) IMMIGRATION. THESE AREAS DEMONSTRATE WHERE THE MULTICULTURAL APPROACH CAN BE USED IN HISTORY STUDY. (NQ)

ACCESSION NUMBER: ED093728

PUBLICATION DATE: FEB 74

TITLE: SOCIAL AND ECONOMIC CHARACTERISTICS OF STUDENTS: OCTOBER 1972. CURRENT POPULATION REPORTS, SERIES P-20, NO. 260.

PERSONAL AUTHOR: SUTER, LARRY E.; AND OTHERS

DESCRIPTOR: AGE GROUPS; CHARTS; COLLEGE MAJORS; *ENROLLMENT RATE; INCOME; MARITAL STATUS; *PARTICIPANT CHARACTERISTICS; *POPULATION TRENDS; RACIAL COMPOSITION; *SOCIOECONOMIC BACKGROUND; SPANISH SPEAKING; *STUDENT ENROLLMENT; SURVEYS; TABLES (DATA)

DESCRIPTIVE NOTE: 72P.

NEW INFORMATION IS PRESENTED IN THIS REPORT ON RECENT CHANGES IN RATES OF SCHOOL PARTICIPATION IN THE UNITED STATES BY AGE, SEX, MARITAL STATUS, RACE, AND INCOME, AND CHANGES IN FIELD OF STUDY OF COLLEGE STUDENTS. INCLUDED ALSO FOR THE FIRST TIME IS INFORMATION ON THE ENROLLMENT STATUS OF PERSONS 35 YEARS OLD AND OVER, AND ON THE ENROLLMENT LEVEL OF PERSONS OF SPANISH ORIGIN. THE INFORMATION DERIVES FROM A SUPPLEMENT TO THE CENSUS BUREAU'S OCTOBER 1972 CURRENT POPULATION SURVEY AND REFERS TO THE CIVILIAN NONINSTITUTIONAL POPULATION. CONTENT IS DIVIDED INTO CHAPTERS ON ENROLLMENT LEVEL, RELATED REPORTS, DEFINITIONS AND EXPLANATIONS, AND SOURCE AND RELIABILITY OF THE ESTIMATES. THE REMAINDER OF THE REPORT CONSISTS OF 4 CHARTS, 14 TEXT TABLES, AND 19 DETAILED TABLES. APPENDIXES CONTAIN TABLES SHOWING THE PERCENT ENROLLED IN SCHOOL BY AGE, RACE, AND SEX FOR OCTOBER 1960 TO OCTOBER 1972 AND THE SCHOOL ENROLLMENT BY LEVEL FOR OCTOBER 1971 AND BY SINGLE YEARS OF AGE. (AUTHOR/KSM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.30)

ACCESSION NUMBER: ED093730

PUBLICATION DATE: 74

TITLE: LATIN AMERICA BOOKS: AN ANNOTATED BIBLIOGRAPHY FOR HIGH SCHOOL AND COLLEGES.

PERSONAL AUTHOR: WILGUS, KARNA S., COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *AREA STUDIES; DEVELOPING NATIONS; ECONOMICS; GEOGRAPHY; HISTORY; *INTERNATIONAL EDUCATION; *LATIN AMERICAN CULTURE; MEXICAN AMERICANS; POLITICS; PUERTO RICAN CULTURE; RESOURCE MATERIALS; SECONDARY GRADES; SOCIAL SCIENCES; SOCIAL STUDIES; SOCIOCULTURAL PATTERNS; *SPANISH AMERICAN LITERATURE

DESCRIPTIVE NOTE: 82P.

THIS ANNOTATED BIBLIOGRAPHY CITING 479 BOOKS ON LATIN AMERICA IS A REVISED AND UPDATED VERSION OF A 1969 EDITION AVAILABLE AS ED 059 120. THE EMERGENCE OF INDEPENDENT NATIONS IN THE ENGLISH-SPEAKING CARIBBEAN AND OTHER REALIGNMENTS IN HEMISPHERE AFFAIRS, AS WELL AS THE APPEARANCE OF NEW MATERIALS, INDICATED THE NEED FOR A NEW EDITION. THE REVISION PLACES EMPHASIS ON CULTURAL ASPECTS OF LATIN AMERICAN AND INCLUDES TWO NEW SECTIONS -- ONE ON PUERTO RICO AND PUERTO RICANS IN THE UNITED STATES, AND ONE ON MEXICAN AMERICANS. PART ONE OF THE BIBLIOGRAPHY COVERS LATIN AMERICA AS A WHOLE WITH SUBHEADINGS FOR GENERAL WORKS, GEOGRAPHY, HISTORY, ART, MUSIC, LITERATURE, ECONOMICS, POLITICS, HEMISPHERE RELATIONS, AND SOCIOLOGY; AND PART TWO COVERS INDIVIDUAL COUNTRIES AND REGIONS. EACH SUBJECT CATEGORY LISTS BOOKS FOR THE STUDENT AND THEN THE TEACHER. FURTHER REFERENCES ARE ALSO GIVEN FOR TEACHERS AND LIBRARIANS. ANNOTATIONS INCLUDE AN INDICATION OF APPROPRIATENESS FOR YOUNGER, AVERAGE, BETTER, AND MORE ADVANCED STUDENTS. BOOK SELECTIONS ARE MADE ON THE BASIS OF ORGANIZATION, USEFULNESS, READABILITY AND HELPFUL AIDS SUCH AS MAPS--WITH PREFERENCE GIVEN TO LATIN WRITERS. ALL THE BOOKS CITED ARE AVAILABLE IN ENGLISH; PAPERBACK EDITIONS ARE LISTED WHERE AVAILABLE. THE BIBLIOGRAPHY CONCLUDES WITH SUBJECT AND AUTHOR INDEXES. (JH)

AVAILABILITY: CENTER FOR INTER-AMERICAN RELATIONS, 680 PARK AVE., NEW YORK, N.Y. 10021 ($3.00 PER COPY, 20 PERCENT DISCOUNT ON 20 COPIES OR MORE)

ACCESSION NUMBER: ED093733

PUBLICATION DATE: 72

TITLE: POPULATION GROWTH IN THE UNITED STATES AND MEXICO. GEOGRAPHY CURRICULUM PROJECT.

PERSONAL AUTHOR: DALE, JOHN R.; RICE, MARION J.

DESCRIPTOR: *AMERICAN HISTORY; AMERICAN INDIANS; *AREA STUDIES; *DEMOGRAPHY; FUTURES (OF SOCIETY); *GEOGRAPHY; GRAPHS; IMMIGRANTS; INDIVIDUALIZED INSTRUCTION; INTERMEDIATE GRADES; MAP SKILLS; MEXICAN AMERICANS; MIGRATION; *POPULATION GROWTH; TABLES (DATA); URBANIZATION

IDENTIFIER: FIRM; FORCED INFERENTIAL RESPONSE MODE; *GEOGRAPHY CURRICULUM PROJECT; MEXICO; UNITED STATES

DESCRIPTIVE NOTE: 105P.; RELATED DOCUMENTS ARE SO 005 532, SO 005 661, ED 075 317

THE SELF-STUDY UNIT FOR INTERMEDIATE GRADES TREATS POPULATION GROWTH IN THE UNITED STATES AND MEXICO. THE MAJOR OBJECTIVES ARE TO IMPROVE SKILLS IN USING GRAPHICS AND TO TEACH ABOUT POPULATION GROWTH. THE TEACHING METHOD USED IS THE FORCED INFERENTIAL RESPONSE MODE (FIRM). THE STUDENTS ARE PRESENTED WITH DATA THROUGH MAPS, GRAPHS, TABLES, PICTURES, AND BRIEF PARAGRAPHS. USING THIS INFORMATION, THEY COMPLETE GIVEN STATEMENTS WITH A WORD OR SEVERAL WORDS, AND THEN CHECK THE ACCURACY OF THEIR RESPONSE IN THE ANSWER BOOKLET WHICH ACCOMPANIES THE UNIT. THE UNIT IS DIVIDED INTO THE FOLLOWING THREE SECTIONS: (1) CHANGES IN THE MEXICAN POPULATION: 1500-1971; (2) CHANGES IN THE UNITED STATES POPULATION: 1500-1971; AND (3) A COMPARISON OF THE POPULATIONS OF THE UNITED STATES AND MEXICO TODAY. REVIEW QUESTIONS ARE INCLUDED FOR EACH SECTION. A GLOSSARY OF TERMS CONCLUDES THE UNIT. (RM)

AVAILABILITY: GEOGRAPHY CURRICULUM PROJECT, UNIVERSITY OF GEORGIA, 107 DUDLEY HALL, ATHENS, GEORGIA ($1.25; 10 PERCENT DISCOUNT ON 25 BOOKS OR MORE)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED093740

PUBLICATION DATE: 71

TITLE: TOWARD MORE AUTHENTIC INTERPERSONAL RELATIONS, REVISITED.

PERSONAL AUTHOR: SILVERTHORNE, COLIN

DESCRIPTOR: ANGLO AMERICANS; CHINESE AMERICANS; CONCEPTUAL SCHEMES; COURSE DESCRIPTIONS; *ETHNIC RELATIONS; *INTERPERSONAL RELATIONSHIP; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; *PSYCHOLOGY; *RACIAL ATTITUDES; RACIAL CHARACTERISTICS; RACIAL DIFFERENCES; SOCIOMETRIC TECHNIQUES; UNDERGRADUATE STUDY

DESCRIPTIVE NOTE: 6P.; THIS DOCUMENT MAKES SUBSTANTIVE USE OF BERTRAM M. LEE AND WARREN H. SCHMIDT, "TOWARD MORE AUTHENTIC INTERPERSONAL RELATIONS BETWEEN BLACKS AND WHITES," HUMAN RELATIONS TRAINING NEWS, V13 N4 1969

USING A CONCEPTUAL FRAMEWORK WHICH IT WAS BELIEVED WOULD FACILITATE THE ESTABLISMENT OF AUTHENTIC INTERPERSONAL RELATIONS BETWEEN BLACKS AND WHITES, A COURSE ENTITLED "THE PSYCHOLOGY OF INTERRACIAL RELATIONS" OFFERED AN OPPORTUNITY TO ALLOW THOSE INVOLVED WITH MORE THAN THE BLACK-WHITE PROBLEM A WAY TO LOOK AT THEMSELVES AND DEAL WITH MORE APPARENT ISSUES. TABLES REFLECT AN ATTEMPT BY THE CLASS, HOMOGENEOUS AND INTERRACIAL IN CHARACTER, TO EXPLORE THEIR OWN PERCEPTIONS, PREJUDICES, AND FEELINGS CENTERED AROUND THEIR DIFFERENCES IN RACE. WHILE SEVERAL SIMILAR RESPONSES TO THOSE OBTAINED WITH BLACKS AND WHITES ARE CONTAINED, THERE ARE SIGNIFICANT DIFFERENCES. THE RECOGNITION THAT ALL MINORITY GROUPS ARE NOT THE SAME AND THEIR PROBLEMS ARE CULTURESPECIFIC IS OBSERVED AS CRUCIAL IN DEALING WITH THE WHITE-CHICANO AND WHITE-CHINESE PROBLEMS. THE MATRIX OF ASSUMPTIONS AND BEHAVIORS OF WHITE, CHINESE, AND CHICANO GROUPS INTERSECTING WITH ASSUMPTIONS AND BEHAVIORS WHICH BLOCK OR FACILITATE AUTHENTIC RELATIONS REVEAL THE IMPORTANCE OF THE PERCEPTION OF MINORITY GROUP PROBLEMS AS THOSE OF A PARTICULAR RACIAL GROUP, NOT JUST ANY NONWHITE GROUP. (AUTHOR/KSM)

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ACCESSION NUMBER: ED093910

PUBLICATION DATE: 74

TITLE: ASSESSMENT IN AN INSTRUCTIONAL PROGRAM DESIGNED FOR SPANISH-SPEAKING CHILDREN ACQUIRING ENGLISH LANGUAGE SKILLS.

PERSONAL AUTHOR: MOLINA, HUBERTO

DESCRIPTOR: *EDUCATIONAL ASSESSMENT; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL PROGRAMS; *LANGUAGE SKILLS; *SPANISH SPEAKING

IDENTIFIER: SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM

DESCRIPTIVE NOTE: 9P.: PAPER PRESENTED TO THE CALIFORNIA ASSOCIATION TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (SAN FRANCISCO, CALIFORNIA, APRIL 1974)

ASSESSMENT WITHIN THE SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH SPEAKING CHILDREN (LCS) CONSISTS OF A PLACEMENT AID, UNIT ASSESSMENTS, UNIT REVIEWS, AND AN END OF PROGRAM ASSESSMENT. ALL ASSESSMENTS ARE ADMINISTERED ON A ONE-TO-ONE BASIS. AT THE BEGINNING OF THE SCHOOL YEAR, THE LCS PLACEMENT AID IS ADMINISTERED FOR PURPOSES OF MEASURING EACH PUPIL'S PROFICIENCY IN USING ENGLISH VOCABULARY, PRONUNCIATION, AND OTHER LANGUAGE SKILLS REQUISITE TO EFFECTIVE COMMUNICATION. THE RESULTS OF THIS TEST INDICATE THE LEVEL AT WHICH A PUPIL SHOULD BEGIN THE PROGRAM, OR IF HE SHOULD MOVE DIRECTLY INTO THE BASAL READING PROGRAM. UNIT ASSESSMENT CARDS ARE PROVIDED AT THE END OF EACH LESSON UNIT TO CHECK EACH PUPIL'S ABILITY TO COMPREHEND AND PRODUCE THE LANGUAGE STRUCTURES DEVELOPED IN THE UNIT. FOLLOWING THE UNIT ASSESSMENT, A UNIT REVIEW IS CONDUCTED. THIS PROVIDES A BASIS FOR ASSIGNING FURTHER PRACTICE ON UNIT OBJECTIVES WHICH PUPILS HAVE NOT ATTAINED. THE END OF PROGRAM TEST ASSESSES THE STUDENT'S CAPABILITY TO RETAIN THE SKILLS TAUGHT IN THE PROGRAM. AN IMPORTANT OBJECTIVE IN THE DEVELOPMENT OF LCS HAS BEEN TO DEVELOP INSTRUCTIONAL ASSESSMENT STRATEGIES AND OPERATIONAL PROCEDURES THAT WILL HELP INTEGRATE THE PROGRAM INTO EXTANT BICULTURAL, BILINGUAL PROGRAMS. (BB)

ACCESSION NUMBER: ED093911

PUBLICATION DATE: 73

TITLE: A PRELIMINARY EVALUATION OF A BILINGUAL SPANISH/ENGLISH PROGRAM USING MULTIPLE MATRIX SAMPLING.

PERSONAL AUTHOR: MOLINA, HUBERTO; SHOEMAKER, DAVID M.

DESCRIPTOR: BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); ITEM SAMPLING; *LANGUAGE INSTRUCTION; *PROGRAM EVALUATION; PROGRAM IMPROVEMENT; *SPANISH SPEAKING

IDENTIFIER: MICHIGAN ORAL LANGUAGE SERIES; MOL

DESCRIPTIVE NOTE: 35P.; PAPER PRESENTED AT THE INTERNATIONAL SEMINAR ON LANGUAGE TESTING (SAN JUAN, PUERTO RICO, MAY 1973)

THE MICHIGAN ORAL LANGUAGE PROGRAM WAS INSTALLED IN THE SANTA PAULA SCHOOL DISTRICT FOR A 2-MONTH TRYOUT AND STUDENT PERFORMANCE BEFORE AND AFTER THE PROGRAM WAS ASSESSED THROUGH MULTIPLE MATRIX SAMPLING. STUDENT PERFORMANCE OVER SEVEN CONTENT AREAS WAS DETERMINED FOR BOTH THE ENGLISH AND SPANISH LANGUAGE COMPONENTS. IN ALL SEVEN CONTENT AREAS, PERFORMANCE WAS HIGH IN ENGLISH AND LOW IN SPANISH. SPECIFICALLY, FOR EACH OF THE SEVEN CONTENT AREAS INVESTIGATED (MATHEMATICS-SCIENCE, SOCIAL STUDIES, COLORS, NUMBERS, COMMANDS, ONE-WORD ANSWERS, AND TOTAL), PERFORMANCE IN SPANISH WAS APPROXIMATELY 58 PERCENT LESS THAN THAT OVER THE COMPARABLE ENGLISH CONTENT AREA. THE RESULTS SUGGEST STRONGLY THAT A MAJOR MODIFICATION IS REQUIRED IN THE SPANISH LANGUAGE COMPONENT OF THE PROGRAM. FROM EXPRIENCE GAINED IN THIS TRYOUT, RECOMMENDATIONS WERE MADE FOR IMPROVING THE PROGRAM. (AUTHOR/BB)

ACCESSION NUMBER: ED093951

PUBLICATION DATE: APR 74

TITLE: PROBLEMS AND ALTERNATIVES IN TESTING MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: CERVANTES, ROBERT A.

DESCRIPTOR: CRITERION REFERENCED TESTS; CULTURALLY DISADVANTAGED; CULTURE FREE TESTS; EDUCATIONAL ASSESSMENT; *MEXICAN AMERICANS; *STANDARDIZED TESTS; *TEST BIAS; *TESTING PROBLEMS; TEST INTERPRETATION; TEST VALIDITY

DESCRIPTIVE NOTE: 23P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL, 1974)

THE PROBLEMS OF STANDARDIZED TESTS WITH REGARD TO MEXICAN AMERICAN STUDENTS, PARTICULARLY "ETHNIC VALIDITY", ARE REVIEWED. INADEQUATE NORM GROUP REPRESENTATION, CULTURAL BIAS, AND LANGUAGE BIAS ARE PURPORTED BY THE AUTHOR TO BE THE MOST COMMON FAULTS OF STANDARDIZED TESTS. SUGGESTED IS THE ELIMINATION OF STANDARDIZED TESTING AS A PRINCIPAL MEANS OF INDIVIDUAL OR MINORITY GROUP ORIENTED EDUCATIONAL PROGRAM ASSESSMENT. RESEARCHERS AND EDUCATORS ARE REMINDED THAT MEXICAN AMERICANS REPRESENT A COMPLEX, HETEROGENEOUS GROUP AFFECTED IN VARYING DEGREES BY MIXTURES OF CULTURE AND VALUES AND THAT THEIR UNIQUE MULTIVARIATE SOCIO-CULTURAL AND LINGUISTIC CHARACTERISTICS MUST BE RECOGNIZED AND ACCOUNTED FOR. ALTERNATIVES SUGGESTED AND DISCUSSED ARE: THE USE OF CRITERION-REFERENCED TESTS, USE OF CULTURE FREE TESTS, USE OF "BALANCED" RESEARCH AND PROGRAM EVALUATION METHODOLOGY, SENSITIVE INTERPRETATION OF TEST DATA WHEN THE USE OF TESTS IS UNAVOIDABLE, AND THE DEVELOPMENT AND USE OF CULTURE-SPECIFIC AND DIALECT-APPROPRIATE MEASURES. (AUTHOR/RC)

ACCESSION NUMBER: ED094041

PUBLICATION DATE: MAY 74

TITLE: NATIONAL NUTRITION POLICY: NUTRITION AND SPECIAL GROUPS. A WORKING PAPER.

PERSONAL AUTHOR: QUIMBY, FREEMAN H.; CHAPMAN, CYNTHIA B.

DESCRIPTOR: ADOLESCENTS; CHILD DEVELOPMENT; *DISADVANTAGED GROUPS; EATING HABITS; ECONOMIC FACTORS; FEDERAL GOVERNMENT; *FIELD STUDIES; *HEALTH NEEDS; MEXICAN AMERICANS; MIGRANT CHILDREN; *NUTRITION; NUTRITION INSTRUCTION; PRESCHOOL CHILDREN; PUBLIC POLICY; *SCIENTIFIC RESEARCH

DESCRIPTIVE NOTE: 187P.; PREPARED FOR THE SENATE SELECT COMMITTEE ON NUTRITION AND HUMAN NEEDS, 93RD CONGRESS, 2ND SESSION

THE CONTENTS OF THIS WORKING PAPER COMPRISE A SERIES OF JOURNAL ARTICLES FOCUSING ON NUTRITION AND SPECIAL GROUPS. PAPERS RELATING TO THOSE ON THE AGED ARE ENTITLED: NUTRITION AND HEALTH OF OLDER PEOPLE, AND NUTRITION FOR THE AGED--A SUMMATION. THOSE ON THE AMERICAN INDIAN DISCUSS NUTRITION INTAKE AND FOOD PATTERNS, CONTEMPORARY DIETARY PATTERNS, INDIAN AND ALASKA NATIVE LOW INCOME GROUPS, NUTRITION RESEARCH AND COMMUNITY SERVICE, AND AN ECONOMIC AND SOCIAL STUDY OF NUTRITION. A SINGLE ARTICLE ON THE BLACKS FOCUSES ON OBSERVATIONS ON DIETARY BEHAVIOR AND NUTRITION AMONG LOW INCOME URBAN AFRO-AMERICAN INFANTS AND CHILDREN. NUTRITION AND OTHER SPECIAL GROUPS ARE DISCUSSED IN RELATION TO FOOD HABITS OF MIGRANT FARM WORKERS, EFFECTIVENESS OF NUTRITION AIDES IN A MIGRANT POPULATION, AND NUTRITIONAL STATUS OF CHILDREN OF MEXICAN AMERICAN MIGRANT FAMILIES. OTHER GENERAL ARTICLES DEAL WITH NUTRITIONAL STATUS OF PRESCHOOLERS, NUTRITION AND HANDICAPPED CHILDREN, A REVIEW OF TEENAGE NUTRITION, AND A SURVEY OF NUTRITIONAL STUDIES ON PRESCHOOL CHILDREN. (RJ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.60)

DOCUMENT NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED094273

PUBLICATION DATE: 74

TITLE: CHICANO COUNSELOR TRAINING: CURRICULUM AND BEYOND CURRICULUM .

PERSONAL AUTHOR: ALEMAN, RAMON

DESCRIPTOR: *CHANGE AGENTS; *COUNSELING THEORIES; *COUNSELOR TRAINING; CULTURAL PLURALISM; EDUCATIONAL INNOVATION; ETHNIC GROUPS; *MEXICAN AMERICANS; PROGRAM DESCRIPTIONS; SPEECHES

IDENTIFIER: *CHICANO COUNSELORS

DESCRIPTIVE NOTE: 16P.; PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (NEW ORLEANS, LOUISIANA, APRIL, 1974)

THE PARTICULARS OF THE EVOLVED CURRICULUM AND HOW THE TRAINING HAS EVOLVED AROUND THE CHANGE-AGENT CONCEPT ARE STRESSED IN THIS PRESENTATION. THE MEASURE OF SUCCESS ACHIEVED IN ATTEMPTING TO INFLUENCE THE STAFF AND COURSE OF STUDIES OF THE REGULAR GUIDANCE DEPARTMENT IS ALSO EMPHASIZED. THE CURRICULUM OF THIS COUNSELOR TRAINING INSTITUTE HAS, FROM THE START, REFLECTED THE CHANGE-AGENT CONCEPT. THE APPROACH IS BASED ON THE PROACTIVE MODEL OF COUNSELING WHEREIN THE COUNSELOR INITIATES ATTEMPTS TO REACH STUDENTS IN THEIR OWN ENVIRONMENT (INCLUDING NEIGHBORHOOD HANGOUTS, CLUBS, SCHOOLYARDS OR HOMES.) FORMAL ATTEMPTS AT EFFECTING CHANGE WITHIN THE UNIVERSITY OF NEW MEXICO ARE ALSO DISCUSSED. (AUTHOR)

ACCESSION NUMBER: ED094569

PUBLICATION DATE: JUN 74

TITLE: THE SPOKEN ENGLISH OF SPANISH-SPEAKING PUPILS IN A BILINGUAL AND MONOLINGUAL SCHOOL SETTING: AN ANALYSIS OF SYNTACTIC DEVELOPMENT. TECHNICAL REPORT NO. 40.

PERSONAL AUTHOR: RAMIREZ, ARNULFO G.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CHILD LANGUAGE; ELEMENTARY GRADES; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; LANGUAGE SKILLS; *MEXICAN AMERICANS; MONOLINGUALISM; *ORAL ENGLISH; SECOND LANGUAGE LEARNING; SPANISH; SPANISH SPEAKING; *SYNTAX

DESCRIPTIVE NOTE: 158P.; ED.D. DISSERTATION, STANFORD UNIVERSITY

THE PURPOSES OF THIS STUDY WERE: (1) TO DESCRIBE THE DEVELOPMENTAL TRENDS IN THE CONTROL OF SPOKEN ENGLISH GRAMMATICAL CONSTRUCTIONS PRODUCED BY SPANISH-SPEAKING MEXICAN-AMERICAN SCHOOLCHILDREN LEARNING ENGLISH IN THE ELEMENTARY GRADES, AND (2) ON THE BASIS OF THIS DESCRIPTION TO ASSESS THE COMPARATIVE DEVELOPMENT OF ENGLISH STRUCTURES IN PUPILS SCHOOLED BILINGUALLY IN ENGLISH AND SPANISH AND THOSE INSTRUCTED ONLY IN ENGLISH IN A TRADITIONAL MONOLINGUAL SCHOOL PROGRAM. THE PRINCIPAL HYPOTHESIS TESTED WAS THAT THERE WOULD BE NO SIGNIFICANT DIFFERENCE IN THE DEVELOPMENT OF ENGLISH GRAMMATICAL CONSTRUCTIONS BETWEEN SPANISH-SPEAKING PUPILS SCHOOLED BILINGUALLY AND THOSE SCHOOLED MONOLINGUALLY. IT WAS ALSO HYPOTHESIZED THAT IF THERE SHOULD BE ANY DIFFERENCE, PUPILS SCHOOLED BILINGUALLY WOULD DEMONSTRATE GREATER SYNTACTIC DEVELOPMENT IN THEIR SPOKEN ENGLISH. THE SUBJECTS WERE 115 MEXICAN-AMERICAN SCHOOL CHILDREN IN GRADES K-3. THE EFFECTS OF THREE INDEPENDENT VARIABLES (GRADE, SEX, AND TREATMENT) ON THE PRODUCTION AND DEVELOPMENT OF SPOKEN ENGLISH WERE ASSESSED. IT WAS FOUND THAT BILINGUAL SCHOOLING HAD A POSITIVE EFFECT ON THE DEVELOPMENT OF THE SPOKEN ENGLISH OF THE PUPILS. THE BILINGUALLY SCHOOLED PUPILS PRODUCED MORE LANGUAGE OVERALL AND MORE STRUCTURALLY COMPLEX UNITS. FOR BOTH GROUPS, YEARS IN SCHOOL DID ACCOUNT FOR MEASURABLE DIFFERENCES IN THE USE OF CERTAIN ENGLISH CONSTRUCTIONS. (AUTHOR/LG)

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ACCESSION NUMBER: ED094620

PUBLICATION DATE: AUG 74

TITLE: ENROLLMENT OF MINORITY GRADUATE STUDENTS AT PH.D. GRANTING INSTITUTIONS. HIGHER EDUCATION PANEL REPORT NO. 19.

PERSONAL AUTHOR: EL-KHAWAS, ELAINE H.; KINZER, JOAN L.

DESCRIPTOR: ASIAN AMERICANS; *COLLEGE MAJORS; *ENROLLMENT; *GRADUATE STUDY; *HIGHER EDUCATION; *MINORITY GROUPS; NEGROES; QUESTIONNAIRES; SPANISH AMERICANS; SURVEYS

DESCRIPTIVE NOTE: 33P.

THE MAIN PURPOSE OF THIS SURVEY WAS TO GAIN CURRENT INFORMATION ON THE REPRESENTATION OF MINORITY STUDENTS WITHIN PARTICULAR FIELDS OF STUDY, A LEVEL OF DETAIL FOR WHICH ONLY LIMITED INFORMATION HAS BEEN AVAILABLE. THE SURVEY REQUESTED ENROLLMENT INFORMATION WITHIN 21 DISCIPLINE AREAS FOR THE TOTAL GRADUATE POPULATION FOR EACH INSTITUTION AS WELL AS FOR BLACK, SPANISH-SURNAMED, AMERICAN INDIAN, AND ASIAN AMERICAN STUDENTS. A COPY OF THE QUESTIONNAIRE IS PRESENTED IN APPENDIX A OF THE DOCUMENT. THE SURVEY RESULTS INDICATE SUBSTANTIAL VARIATION IN MINORITY REPRESENTATION AMONG SPECIFIC FIELDS OF STUDY. TO A LESSER EXTENT, MINORITY REPRESENTATION ALSO DIFFERED ACCORDING TO A NUMBER OF INSTITIONAL CHARACTERISTICS. THE FINDINGS PRESENTED IN THIS DOCUMENT CONSTITUTE THE MOST RECENT DATA AVAILABLE ON THE ENROLLMENT OF MINORITIES IN SPECIFIC GRADUATE FIELDS AND SHOULD BE USEFUL TO ALL CONCERNED WITH IMPROVING THE ACCESSIBILITY OF GRADUATE STUDY TO AMERICANS OF MINORITY BACKGROUNDS. APPENDIXES CONTAIN: THE SURVEY QUESTIONNAIRE, INSTITUTIONAL RESPONSE, AND CLASSIFICATION OF STATES BY THE CENSUS REGIONS. (AUTHOR/PG)

AVAILABILITY: HIGHER EDUCATION PANEL, AMERICAN COUNCIL ON EDUCATION, ONE DUPONT CIRCLE, WASHINGTON, D. C. 20036

ACCESSION NUMBER: ED094803

PUBLICATION DATE: 70

TITLE: CHICANO STUDIES AND THE CALIFORNIA COMMUNITY COLLEGES. CHICANO COURSE DESCRIPTIONS.

PERSONAL AUTHOR: FERNANDEZ, JOSE R., COMP.

DESCRIPTOR: *BILINGUAL EDUCATION; COLLEGE CURRICULUM; *COMMUNITY COLLEGES; *COURSE DESCRIPTIONS; *ETHNIC STUDIES; *MEXICAN AMERICANS; POST SECONDARY EDUCATION; SPANISH SPEAKING

IDENTIFIER: CALIFORNIA; *CHICANO STUDIES

DESCRIPTIVE NOTE: 142P.

THIS COMPILATION OF DESCRIPTIONS OF COURSES OFFERED AT 62 COMMUNITY COLLEGES IS PREFACED BY A PAPER TITLED "WHAT ARE THE OBJECTIVES OF CHICANO STUDIES?" BY MANUEL H. GUERRA. ALL OF THE COMMUNITY COLLEGES LISTED ARE LOCATED IN CALIFORNIA. (DB)

AVAILABILITY: RAY REYES, VENTURA COLLEGE, 4667 TELEGRAPH ROAD, VENTURA, CALIFORNIA 93003

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED094860

PUBLICATION DATE: OCT 72

TITLE: FEEDBACK: EDUCATIONAL STRATEGIES.

PERSONAL AUTHOR: ZIMMERMAN, BARRY J.; GHOZEIL, SUE

DESCRIPTOR: *ANGLO AMERICANS; ASSOCIATIVE LEARNING; CONCEPT FORMATION; CONSERVATION (CONCEPT); CREATIVITY; *EDUCATIONAL STRATEGIES; *ELEMENTARY SCHOOL STUDENTS; FEEDBACK; INQUIRY TRAINING; *MEXICAN AMERICANS; RETENTION; TASK PERFORMANCE; *TEACHING TECHNIQUES; TRANSFER OF TRAINING

IDENTIFIER: *MODELING

DESCRIPTIVE NOTE: 18P.

SEVEN INVESTIGATIONS OF MODELING AS A TEACHING TECHNIQUE ARE REVIEWED IN THIS PAPER. CHILDREN IN THE INDIVIDUAL PROJECTS VARIED, BUT INCLUDED ANGLO-AMERICANS AND MEXICAN-AMERICANS FROM THE KINDERGARTEN, AND SECOND, THIRD AND FIFTH GRADES. MODELING EFFECTS WERE EXAMINED IN THE FOLLOWING AREAS OF TEACHING CONCERN: (1) CONCEPT FORMATION, TRANSFER AND RETENTION; (2) ASSOCIATIVE AND CONCEPTUAL RULES OF LEARNING; (3) AMOUNT OF ORGANIZATION IN TEACHING A SKILL OR CONCEPT; (4) SELECTION OF SHAPES; (5) QUESTION-ASKING BEHAVIOR; (6) CREATIVITY; AND (7) CONSERVATION. METHODS OF INVESTIGATION AND RESULTS ARE DESCRIBED INDIVIDUALLY FOR EACH PROJECT. SEVEN RECOMMENDATIONS FOR CLASSROOM TEACHING PRACTICES ARE DISCUSSED. THESE RECOMMENDATIONS CONCERN THE ORGANIZATION OF A LEARNING TASK, VERBAL INSTRUCTIONS, SUPPLEMENTING OVERT BEHAVIOR (MODELING) WITH VERBAL EXPLANATIONS (SYMBOLIC MODELING), MODELING AND PHYSICAL GUIDANCE IN A TASK, VIEWING A MODEL SILENTLY AND WITH DISCUSSION, PERFORMANCE OF A TASK AFTER MODELING, AND CORRECTIVE FEEDBACK. (SDH)

ACCESSION NUMBER: ED094851

PUBLICATION DATE: 72

TITLE: THE EFFECTS OF A PARENT TRAINING PROGRAM ON THE QUESTION-ASKING BEHAVIOR OF MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: HENDERSON, RONALD W.; GARCIA, ANGELA B.

DESCRIPTOR: ANALYSIS OF VARIANCE; CUES; EDUCATIONAL RESPONSIBILITY; *ELEMENTARY SCHOOL STUDENTS; *INQUIRY TRAINING; *MEXICAN AMERICANS; MODELS; PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PARENT INFLUENCE; RESEARCH; SOCIAL REINFORCEMENT; TABLES (DATA)

DESCRIPTIVE NOTE: 23P.

THIS INVESTIGATION WAS DESIGNED TO ASSESS THE EFFECTS OF PARENT INFLUENCES ON THE QUESTION-ASKING SKILLS OF THEIR CHILDREN. A TOTAL OF 43 RANDOMLY SELECTED, FIRST GRADE, MEXICAN-AMERICAN CHILDREN WERE CHOSEN AS SUBJECTS AND DIVIDED EQUALLY INTO A CONTROL AND AN EXPERIMENTAL GROUP. IN EACH GROUP THE CHILDREN WERE FURTHER SUBDIVIDED INTO TWO GROUPS IN WHICH EITHER PRE- AND POSTTREATMENT MEASUREMENT WAS CONDUCTED OR ONLY POSTTREATMENT MEASUREMENT. IN THE PRETREATMENT GROUP BASELINE DATA WAS TAKEN ON EACH SUBJECT'S QUESTION-ASKING ABILITY. INSTRUCTION AND MODELING IN QUESTION-ASKING TECHNIQUES WERE THEN GIVEN AND FOLLOWED BY ANOTHER ASSESSMENT OF THE SUBJECT'S ABILITY. IN THE NEXT PHASE THE MOTHERS OF THE EXPERIMENTAL SUBJECTS WERE TRAINED IN FIVE SESSIONS TO USE SKILLS SUCH AS REINFORCEMENT, CUES, AND MODELING THAT WOULD INCREASE THEIR CHILDREN'S QUESTION-ASKING BEHAVIOR AS WELL AS SHIFT THEIR QUESTION-ASKING FROM THE PREDOMINANT NOMINAL-PHYSICAL QUESTIONS TO CAUSAL QUESTIONS. THE RESULTS INDICATED THAT: (1) TRAINED PARENTS HAD A SIGNIFICANT EFFECT ON THE TARGET BEHAVIOR OF ASKING CAUSAL QUESTIONS; AND (2) THE EXPERIMENTER'S MODELING PROCEDURES IN THE PRETREATMENT CONDITION ALSO HAD A SIGNIFICANT EFFECT ON QUESTION-ASKING BEHAVIOR. CONCLUDING DISCUSSION FOCUSES ON THE IMPORTANCE OF HOME INSTRUCTION AND SUPPORT FOR SCHOOL CHILDREN AND POSSIBLE POTENTIAL USE OF PARENT SKILLS. (SDH)

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ACCESSION NUMBER: ED094902

PUBLICATION DATE: JUL 74

TITLE: EL CINCO DE MAYO. THE FIFTH OF MAY.

PERSONAL AUTHOR: LIZCANO, JEANNETTE; GARZA, LAURA LETICIA

DESCRIPTOR: ACTIVITIES; AMERICAN INDIANS; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *CULTURAL EVENTS; HISTORY; *MEXICAN AMERICANS; MEXICANS; POLITICAL ISSUES; REVOLUTION; *SOCIAL STUDIES UNITS; SPANISH CULTURE

IDENTIFIER: CRYSTAL CITY; *EL CINCO DE MAYO; EMERGENCY SCHOOL ASSISTANCE PROGRAM; TEXAS

DESCRIPTIVE NOTE: 16P.; IN SPANISH AND ENGLISH

"EL CINCO DE MAYO", A COMMEMORATION OF WHEN MEXICAN TROOPS DEFEATED FRENCH INVADERS, IS THE TOPIC OF THIS UNIT DEVELOPED FOR THE BILINGUAL/MULTICULTURAL EDUCATION PROGRAM OF THE CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT (CRYSTAL CITY, TEXAS). AS UNIT OBJECTIVES, THE STUDENTS ARE TO DEMONSTRATE THEIR COMPREHENSION OF THE SIGNIFICANCE OF "EL CINCO DE MAYO" BY (1) ANSWERING CORRECTLY 8 OF THE 10 TEST QUESTIONS AND (2) PARTICIPATING IN ORAL DISCUSSIONS UTILIZING FOUR STUDY QUESTIONS. THE STUDY QUESTIONS ARE: (1) WHY DO WE CELEBRATE "EL CINCO DE MAYO"? (2) WHAT KIND OF CELEBRATION IS HELD IN CRYSTAL CITY FOR "EL CINCO DE MAYO"? (3) WHO WAS BENITO JUAREZ? WHY DO WE HAVE A STATUE OF HIM BY THE CITY HALL? AND (4) IN WHAT WAY CAN THE STRUGGLE OF THE MEXICAN PEOPLE AGAINST THE FRENCH BE COMPARED TO THE CHICANO MOVEMENT? THE UNIT'S NARRATIVE SECTION CONSISTS OF BOTH AN ENGLISH AND A SPANISH VERSION. THE 10 TEST QUESTIONS ARE ALSO INCLUDED. (NQ)

ACCESSION NUMBER: ED095133

TITLE: MODULAR SEQUENCE: ENGLISH AS A SECOND-LANGUAGE, METHODS AND TECHNIQUES. TTP 001.05 TEACHING ENGLISH SOUNDS TO SPANISH SPEAKERS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: HERNADEZ, ALBERTO; MELNICK, SUSAN L.

DESCRIPTOR: *CONTRASTIVE LINGUISTICS; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; *PERFORMANCE BASED TEACHER EDUCATION; PUERTO RICANS; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING

IDENTIFIERS: *LEARNING MODULES

DESCRIPTIVE NOTE: 19P.; FOR RELATED DOCUMENTS, SEE SP 008 306-310 AND 312-321

THIS LEARNING MODULE IS DESIGNED TO PROVIDE THE PROSPECTIVE TEACHER OF ENGLISH AS A SECOND-LANGUAGE WITH AN OVERVIEW OF THE CONTRASTING FEATURES OF THE ENGLISH AND SPANISH SOUND SYSTEMS AND PRACTICAL CLASSROOM APPLICATIONS. AFTER COMPLETING THE LEARNING ACTIVITIES IN THE MODULE, THE STUDENT IS EXPECTED TO BE ABLE TO: (A) EXPLAIN THE MAIN DIFFERENCES IN PRONUNCIATION BETWEEN ENGLISH AND SPANISH VOWELS; (B) POINT OUT FEATURES OF VOWELS, CONSONANTS, AND CONSONANT CLUSTERS THAT MAY CAUSE LINGUISTIC INTERFERENCE FOR A PUERTO RICAN SPANISH-SPEAKER LEARNING ENGLISH; (C) OUTLINE AN EFFECTIVE STRATEGY FOR TEACHING ENGLISH SOUNDS TO PUERTO RICAN SPANISH-SPEAKERS; AND (D) PREPARE A CORRECTIVE EXERCISE FOR ONE ASPECT OF EACH OF THE COMPONENTS BASED ON A CONTRAST OF THE SOUND SYSTEMS OF ENGLISH AND SPANISH. OPTIONAL AND REQUIRED ENABLING ACTIVITIES AND PRE- AND POST-ASSESSMENT INSTRUMENTS ARE INCLUDED IN THE MODULE. (HMD)

ACCESSION NUMBER: ED095134

TITLE: MODULAR SEQUENCE: ENGLISH AS A SECOND LANGUAGE, METHODS AND TECHNIQUES. TTP 001.06 MORPHOLOGY: TEACHING ENGLISH STRUCTURES TO SPANISH SPEAKERS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: HERNANDEZ, ALBERTO; MELNICK, SUSAN L.

DESCRIPTOR: *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; *MORPHOLOGY (LANGUAGES); *PERFORMANCE BASED TEACHER EDUCATION; PUERTO RICANS; *SECOND LANGUAGE LEARNING; SENTENCE STRUCTURE; *SPANISH SPEAKING; SYNTAX; TEACHING METHODS

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 72P.; FOR RELATED DOCUMENTS, SEE SP 008 306-311 AND 313-321

THIS LEARNING MODULE IS DESIGNED TO PROVIDE THE PROSPECTIVE TEACHER OF ENGLISH AS SECOND LANGUAGE WITH A CONTRASTIVE OVERVIEW OF THE SYNTACTIC STRUCTURES OF SPANISH AND ENGLISH AND TO ENABLE HIM TO: (A) STATE THE ENGLISH LANGUAGE PATTERNS THAT ARE DIFFICULT FOR A PUERTO RICAN SPANISH-SPEAKER, (B) EXPLAIN THE SPECIFIC CAUSES FOR INDICATIONS OF NATIVE LANGUAGE INTERFERENCE; (C) DESIGN TEACHING ACTIVITIES BASED ON SPECIFIC LINGUISTIC CONTRASTS, AND (D) EVALUATE SELF-PREPARED ACTIVITIES IN TERMS OF AN EFFECTIVE STRATEGY. REQUIRED AND OPTIONAL ENABLING ACTIVITIES CONSIST OF READINGS, EXERCISES, VIDEO TAPE VIEWING, AND SEMINAR ATTENDANCE. PRE- AND POST-ASSESSMENT INSTRUMENTS ARE INCLUDED IN THE MODULE. (HMD)

ACCESSION NUMBER: ED095142

TITLE: MODULAR SEQUENCE: ENGLISH AS A SECOND LANGUAGE, METHODS AND TECHNIQUES. TTP 001.14 TEACHING ESL IN CONTEXT. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: HERNANDEZ, ALBERTO; MELNICK, SUSAN L.

DESCRIPTOR: BILINGUAL EDUCATION; CULTURAL BACKGROUND; CULTURAL CONTEXT; *ENGLISH (SECOND LANGUAGE); GRAMMAR; *PERFORMANCE BASED TEACHER EDUCATION; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; STUDENTS; *TEACHER EDUCATION; TEXTBOOK EVALUATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 9P.; FOR RELATED DOCUMENTS, SEE SP 008 306-319 AND 321

GIVEN THE SERIES OF ACTIVITIES INCLUDED IN THIS MODULE ON THE IMPORTANCE OF CULTURAL CONTEXT IN THE TEACHING OF SECOND LANGUAGES, THE PARTICIPANT SHOULD BE ABLE TO: (A) PREPARE A CULTURALLY RELEVANT GRAMMATICAL EXERCISE FOR A SPECIFIC GROUP OF PUERTO RICAN SPANISH-SPEAKERS, (B) LIST SEVERAL POSSIBLE ACTIVITIES FOR USING THE LEARNER'S CULTURAL BACKGROUND IN THE ENGLISH AS A SECOND LANGUAGE (ESL) CLASSROOM, AND (C) EVALUATES THE RELEVANCE OF THE CULTURAL CONTEXT IN EXISTING MATERIALS AVAILABLE FOR SPANISH/ENGLISH BILINGUAL PROGRAMS. THE MODULE INCLUDES SHORT-ESSAY PRE- AND POST-ASSESSMENT OF THE PARTICIPANT AND LEARNING ALTERNATIVES, WHICH ARE PRESENTED IN OUTLINE FORM. SPECIFIC READINGS ARE ASSIGNED FOR EACH ACTIVITY. A BIBLIOGRAPHY ENDS THE MODULE. (JA)

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ACCESSION NUMBER: ED095410

PUBLICATION DATE: 1 JUL 73

TITLE: AN ASSESSMENT OF CULTURAL AND LINGUISTIC VARIABLES IN MANPOWER AND VOCATIONAL SKILL TRAINING PROGRAMS: FINAL REPORT AND SUMMARY.

DESCRIPTOR: AMERICAN INDIANS; *CROSS CULTURAL STUDIES; *CULTURAL FACTORS; EDUCATIONAL DISADVANTAGEMENT; INSTRUCTIONAL PROGRAMS; JOB TRAINING; *LANGUAGE SKILLS; MANPOWER DEVELOPMENT; MEXICANS; *MINORITY GROUPS; NEGROES; QUESTIONNAIRES; SOCIOECONOMIC INFLUENCES; SOCIOLINGUISTICS; SPANISH AMERICANS; SPANISH SPEAKING; STATISTICAL DATA; *VOCATIONAL EDUCATION

IDENTIFIER: APPALACHIAN WHITES

DESCRIPTIVE NOTE: 476P.; INCLUDES PROCEEDINGS OF THE CONFERENCE ON CULTURAL LINGUISTIC VARIABLES IN MANPOWER VOCATIONAL SKILLS TRAINING PROGRAMS (WASHINGTON, D.C., MAY 31-JUNE 1, 1973); PAGINATION IS INCONSISTENT, BUT DOCUMENT IS COMPLETE

THE PRIMARY OBJECTIVES OF THE STUDY WERE: (1) TO DETERMINE THE EXTENT TO WHICH CULTURAL OR LANGUAGE DIFFERENCES PREVENTED MEMBERS OF THE TARGET GROUP FROM PROFITING FROM VOCATIONAL EDUCATION AND MANPOWER TRAINING, AND (2) TO RECOMMEND REMEDIES FOR ANY OBSERVED OBSTACLES TO SUCCESSFUL TRAINING. INFORMATION WAS GATHERED PRIMARILY BY QUESTIONNAIRE/INTERVIEW SURVEYS OF ADMINISTRATIVE, SUPPORT, AND TEACHING STAFFS AT MANPOWER TRAINING CENTERS. THE MINORITIES STUDIED IN THE PROJECT WERE BLACKS, CHICANOS, NATIVE AMERICANS, AND APPALACHIAN WHITES. OFFERING HYPOTHESES ABOUT EACH SPECIFIC MINORITY GROUP, THE STUDY CONCLUDES THAT CULTURAL DIFFERENCES POSE NO SIGNIFICANT OBSTACLES. THE FINAL GENERAL HYPOTHESES OF THE STUDY IS: ANY EFFECTIVE ASSESSMENT OF THE EDUCATIONAL PROBLEMS OF MINORITY MEMBERS IN TRAINING PROGRAMS IS NOT COMPLETE UNLESS IT CONSIDERS THE SOCIAL, ECONOMIC, AND POLITICAL REALITIES OF THE TRAINEES' ENVIRONMENT. TWO-THIRDS OF THE DOCUMENT CONSISTS OF APPENDIXES DEVOTED TO SAMPLE QUESTIONNAIRES, STATISTICAL SUMMARIES, AND THREE RELATED DOCUMENTS: (1) PERSPECTIVES ON BLACK MANPOWER VOCATIONAL DEVELOPMENT: CULTURAL PARAMETERS. A SYMPOSIUM, (2) CHICANO CULTURE AND OCCUPATIONAL OPPORTUNITY: A PANEL DISCUSSION, AND (3) PROCEEDINGS OF THE CONFERENCE ON CULTURAL LINGUISTIC VARIABLES IN MANPOWER VOCATIONAL SKILLS TRAINING PROGRAMS. (MW)

ACCESSION NUMBER: ED095488

PUBLICATION DATE: MAR 73

TITLE: THE EFFECT OF LIKE ETHNIC QUALITIES UPON READING TUTORING OF THIRD GRADERS. FINAL REPORT.

PERSONAL AUTHOR: DAHLEM, GLENN G.

DESCRIPTOR: *ARITHMETIC; *CROSS AGE TEACHING; *CULTURAL FACTORS; ETHNIC STUDIES; GRADE 3; INTERPERSONAL RELATIONSHIP; MEXICAN AMERICANS; *READING; REMEDIAL INSTRUCTION; TUTORIAL PROGRAMS; *TUTORING

DESCRIPTIVE NOTE: 23P.

IN ORDER TO STUDY EMPIRICALLY MEASURABLE CHARACTERISTICS OF THE TUTORIAL RELATIONSHIP BETWEEN AN OLDER STUDENT AND A YOUNGER STUDENT, TWO SEPARATE INVESTIGATIONS WERE CONDUCTED DURING TWO CONSECUTIVE ACADEMIC YEARS, USING DIFFERENT THIRD GRADERS AS TUTEES AND COLLEGE OR HIGH SCHOOL STUDENTS AS TUTORS IN EACH STUDY. THE FIRST RESEARCH INVESTIGATION COMPARED READING PRETEST AND POSTTEST SCORES OF CHICANOS TUTORED BY OTHER CHICANOS IN ENGLISH, CHICANOS TUTORED BY OTHER CHICANOS IN SPANISH, CHICANOS TUTORED BY ANGLOS, AND A NONTUTORED CHICANO CONTROL GROUP. RESULTS SHOWED THAT TUTORS OF THE SAME SEX HAVE A GREATER INFLUENCE ON SCORES THAN ANY OTHER GROUP AND THAT CHICANO STUDENTS DID NOT PERFORM SIGNIFICANTLY BETTER WITH CHICANO TUTORS. THE SECOND RESEARCH INVESTIGATION WAS NOT BASED ON ETHNIC CONSIDERATIONS AND WAS DEVOTED TO ARITHMETIC, CONCENTRATING ON POSSIBLE SEX, SCHOOL, AND SUB-TEST PART-SCORE DIFFERENCES. FINDINGS COMPARING PRETEST AND POSTTEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS SHOWED SIGNIFICANT GAINS BY THE EXPERIMENTAL GROUP (TUTORED PUPILS) OVER THE CONTROL GROUP. (APPENDIXES INCLUDE LISTS OF SCHOOLS PROVIDING TUTEES AND TUTORS, MATERIALS USED IN THE STUDIES, AND AN ARITHMETIC SCORE SHEET.) (JM)

ACCESSION NUMBER: ED095700

TITLE: THE PHONOLOGY OF CORPUS CHRISTI SPANISH. FINAL REPORT. SUMMARY OF PART 1.

PERSONAL AUTHOR: GONZALEZ, GUSTAVO

DESCRIPTOR: *CHILD LANGUAGE; DESCRIPTIVE LINGUISTICS; GRADE 1; *LANGUAGE DEVELOPMENT; LANGUAGE PATTERNS; LANGUAGE RESEARCH; *LINGUISTIC COMPETENCE; PHONEMICS; *PHONOLOGY; PRONUNCIATION; *SPANISH; SPANISH SPEAKING

DESCRIPTIVE NOTE: 12P.

THIRTEEN MEXICAN-AMERICAN CHILDREN IN CORPUS CHRISTI, TEXAS, MOST APPROXIMATELY SIX YEARS OLD, WERE INTERVIEWED IN SPANISH FOR THE PURPOSE OF ESTABLISHING THE PHONOLOGY OF THEIR DIALECT. THE LINGUISTIC COMPETENCE OF THE CHILDREN, NOT THEIR PERFORMANCE, WAS OF PRIMARY INTEREST. A PHONOLOGICAL CHART WAS DEVISED BASED ON THE DATA DERIVED FROM THE INTERVIEWS. A CERTAIN AMOUNT OF DEVIATION WAS EVIDENCED AS A RESULT OF ALLOPHONIC VARIATION. OTHER DEVIATIONS WERE FOUND, HOWEVER, THAT DID NOT INVOLVE ALLOPHONIC VARIATION. THESE DEVIATIONS CAN BE GROUPED INTO THE FOLLOWING SIX CATEGORIES OF PHONOLOGICAL CHANGES: 1) REDUCTION OF A CONSONANT CLUSTER; 2) INSERTION; 3) REDUCTION; 4) VOWEL CHANGE, INVOLVING BOTH ASSIMILATION AND DISSIMILATION; 5) CONSONANT CHANGE, IN WHICH SEVERAL SPECIFIC TYPES OF SUBSTITUTION ARE APPARENT; AND 6) METATHESIS. IT IS CONCLUDED THAT THE SPANISH-SPEAKING FIRST-GRADER IN CORPUS CHRISTI IS CLEARLY CAPABLE OF HANDLING HIS OWN LANGUAGE. THE TRACES OF BABY SPEECH NOTED IN THIS INVESTIGATION SUGGEST THE POSSIBILITY THAT THE DEVIATIONS ARE DUE PARTLY TO THE LACK OF PARENTAL CORRECTION OF SPEECH PATTERNS. HOWEVER, THE LANGUAGE DEVELOPMENT OF THESE CHILDREN CAN BE DETERMINED ONLY WITH MORE RESEARCH. (LG)

ACCESSION NUMBER: ED095829

PUBLICATION DATE: AUG 74

TITLE: STUDENT CONTROL AND CHOICE: THEIR EFFECTS ON STUDENT ENGAGEMENT IN A CAI ARITHMETIC TASK IN A LOW-INCOME SCHOOL. TECHNICAL REPORT NO. 41.

PERSONAL AUTHOR: FISHER, MAURICE D.; AND OTHERS

DESCRIPTOR: ARITHMETIC; *ATTENTION; *COMPUTER ASSISTED INSTRUCTION; EDUCATIONAL RESEARCH; ELEMENTARY SCHOOL MATHEMATICS; EXPERIMENTS; GRADE 4; GRADE 5; INTERMEDIATE GRADES; *LOCUS OF CONTROL; *MATHEMATICS INSTRUCTION; MEASUREMENT INSTRUMENTS; MEXICAN AMERICANS; REINFORCEMENT; *STUDENT MOTIVATION

IDENTIFIER: *LEARNER CONTROLLED INSTRUCTION; STUDENT ENGAGEMENT

DESCRIPTIVE NOTE: 71P.

A STUDY WAS MADE: (1) TO DETERMINE WHETHER CHILDREN ALLOWED TO CHOOSE THE DIFFICULTY LEVELS OF THEIR ARITHMETIC PROBLEMS IN A COMPUTER ASSISTED INSTRUCTION (CAI) TASK WOULD SHOW GREATER ENGAGEMENT IN LEARNING THAN CHILDREN WHO WERE NOT GIVEN A CHOICE, (2) TO DISCOVER POSSIBLE PATTERNS IN THE CHOICES MADE, AND (3) TO DETERMINE THE RELATIONSHIP OF LOCUS OF CONTROL (LOC) ATTRIBUTIONS TO ENGAGEMENT IN THE TASK. THE SUBJECTS WERE 4TH AND 5TH GRADE STUDENTS, MOSTLY MEXICAN-AMERICANS, IN A LOW-INCOME SCHOOL. PAIRS OF SUBJECTS WERE MATCHED ON AGE, SEX, AND INITIAL ACHIEVEMENT LEVEL IN MATH. SUBJECTS IN BOTH CONDITIONS USED A MODIFIED FORM OF THE MATH DRILL AND PRACTICE PROGRAM BY SUPPES, ET AL, 1974. TASK SPECIFIC ATTENTION OR INATTENTION AND LOCUS OF CONTROL WERE MEASURED. AMONG THE MAJOR FINDS WERE: (1) THAT THE CHOICE GROUP WAS SIGNIFICANTLY HIGHER IN ENGAGEMENT, (2) FOR BOTH GROUPS, ENGAGEMENT DECREASED SIGNIFICANTLY OVER A 15 DAY PERIOD; AND (3) DISTINCTIVE CHOICE PATTERNS DID OCCUR. THE FINDINGS ALSO SHOWED THAT CHILDREN WILL CHOOSE PROBLEMS THAT RESULT IN POOR ACADEMIC PERFORMANCE; IF PERFORMANCE IN CHOICE SITUATIONS IS TO BE IMPROVED, TRAINING METHODS THAT USE INFORMATION ABOUT CHILDREN'S UNIQUE PATTERNS OF CHOICES SHOULD BE DESIGNED. (AUTHOR/WCM)

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ACCESSION NUMBER: ED095385

PUBLICATION DATE: 73

TITLE: BIBLIOGRAPHY OF THE SOURCES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS WHICH WILL INSURE PROPER RECOGNITION OF ETHNIC AND CULTURAL MINORITIES.

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ASIAN AMERICANS; *ETHNIC GROUPS; ETHNIC STUDIES; *INSTRUCTIONAL MATERIALS; JEWS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; NEGROES; PUERTO RICANS; READING MATERIALS

DESCRIPTIVE NOTE: 14P.; FOR A RELATED DOCUMENT SEE IR 001 068

AN ANNOTATED BIBLIOGRAPHY OF ABOUT 50 BIBLIOGRAPHIES DEALING WITH AMERICAN ETHNIC AND CULTURAL MINORITIES FORMS THE BULK OF THIS LISTING. IT COVERS PRINT MATERIAL, FILMS, RECORDINGS, AND OTHER NONPRINT MATTER. SOURCES OF CONTINUING INFORMATION ON THESE PUBLICATIONS ARE ALSO LISTED. A DIRECTORY OF PUBLISHERS IS INCLUDED. (PF)

ACCESSION NUMBER: ED096033

PUBLICATION DATE: JUN 74

TITLE: THE COGNITIVE AND AFFECTIVE DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN IN A BILINGUAL-BICULTURAL LEARNING ENVIRONMENT. A STUDY OF THE GRANTS BILINGUAL-BICULTURAL EDUCATION PROGRAM, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: AFFECTIVE BEHAVIOR; AMERICAN INDIANS; ANGLO AMERICANS; BICULTURALISM; *BILINGUAL EDUCATION; *COGNITIVE DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; LEARNING; *PROGRAM EVALUATION; *SPANISH AMERICANS; STATISTICAL DATA; TESTING

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 38P.

PROVIDING RELEVANT DATA, ANALYSES, AND OBSERVATIONS, WITH PARTICULAR REFERENCE TO THE COGNITIVE AND AFFECTIVE DEVELOPMENT OF BILINGUAL CHILDREN, THE 1973-74 GRANTS BILINGUAL-BICULTURAL PROGRAM EVALUATION DETERMINED THE PERSONNEL'S ATTITUDES AND PERCEPTIONS ABOUT PROGRAM COMPONENTS AND OPERATIONS AND THE CHILDREN'S RESPONSES TO BILINGUAL-BICULTURAL INSTRUCTION. NATIVE AMERICAN, ANGLO, AND SPANISH SURNAMED CHILDREN FROM 9 CLASSROOM GROUPS (6 PROGRAM AND 3 NON-PROGRAM) IN GRADES 1, 3, AND 5 COMPRISED THE SAMPLE. TESTS ADMINISTERED IN SPANISH AND ENGLISH, A 30 ITEM QUESTIONNAIRE, AND CLASSROOM OBSERVATIONS WERE USED. DUE TO THE LACK OF TESTS IN NATIVE AMERICAN DIALECTS, REFERENCE TO OBSERVATIONS OF NATIVE AMERICAN CULTURAL FEATURES IN THE PROGRAM WAS MADE RATHER THAN TO COGNITIVE ACHIEVEMENT BASED ON THE TESTS. TESTS INCLUDED THE INTER-AMERICAN SERIES' TESTS OF READING, THE GENERAL ABILITY TEST (SPANISH VERSION), AND THE SCIENCE RESEARCH ASSOCIATES, INC. (SRA) ACHIEVEMENT SERIES, FORM E/BLUE LEVEL AND THE PRIMARY EDITION, FORM E, PRIMARY I AND II. SOME FINDINGS WERE: STUDENTS GAINED SIGNIFICANTLY IN ORAL VOCABULARY, NUMBERS, GENERAL CONCEPTS, AND COGNITIVE PROCESSES BASED ON VERBAL AND PICTORIAL STIMULI IN SPANISH; 3RD GRADE STUDENTS MEASURED AT OR BEYOND GRADE LEVEL ON THE SRA TEST; AND THE PERSONNEL FELT THE PROGRAM WAS WELL COORDINATED, SUFFICIENTLY SUPPLIED WITH MATERIALS AND EQUIPMENT, AND EFFECTIVE IN DEVELOPING THE CHILDREN'S BILINGUAL ABILITY AND COGNITIVE SKILLS. (NO)

ACCESSION NUMBER: ED096034

PUBLICATION DATE: DEC 72

TITLE: THE MEXICAN AMERICAN CHILD AND THE PUBLIC SCHOOL.

PERSONAL AUTHOR: WAHAB, ZAHER

DESCRIPTOR: *ACCULTURATION; ATTITUDES; CHANGE STRATEGIES; COMMUNITY INVOLVEMENT; EDUCATIONAL RESEARCH; HUMAN SERVICES; INSTITUTIONAL ROLE; MAJORITY ATTITUDES; *MEXICAN AMERICANS; *PUBLIC SCHOOLS; *RELEVANCE (EDUCATION); *SOCIOCULTURAL PATTERNS

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 350P.; PH.D. DISSERTATION, STANFORD UNIVERSITY

PRIMARILY A STUDY IN THE ANTHROPOLOGY OF EDUCATION, THE PAPER EXAMINES: (1) AN INSTITUTION CHARGED WITH THE TASK OF CULTURAL TRANSMISSION, (2) THE IMMEDIATE SOCIOCULTURAL CONTEXT OF THE SCHOOL, AND (3) SOME MAJOR SOCIOCULTURAL PHENOMENA AND PROCESSES BOTH WITHIN THE SCHOOL AND THE COMMUNITY. THIS 1970 CULTURAL TRANSITION STUDY INVESTIGATES THE PROCESSES OF THE ACCULTURATION OF MEXICAN AMERICAN (OR CHICANO) CHILDREN TO THE PREVAILING WHITE MIDDLE CLASS SOCIOCULTURAL SYSTEM IN THE U.S. THE PUBLIC SCHOOL AS A FORMAL MEANS OF CULTURAL TRANSITION IS A PARTICULAR FOCUS AND THE COYOTE ELEMENTARY SCHOOL (FICTITIOUS NAME) AS A SUBSYSTEM OF THE MULTIRACIAL AND MULTICULTURAL TOWN OF HIDALGO (ALSO FICTITIOUS) IS THE SITE. THE VARIOUS CHAPTERS COVER: (1) RESEARCH PROBLEMS AND METHODOLOGY; (2) THE SOCIOCULTURAL MILIEU OF COYOTE ELEMENTARY SCHOOL; (3) SOCIAL, CULTURAL, RELIGIOUS, EDUCATIONAL, AND HEALTH INSTITUTIONS IN HIDALGO; (4) AN OVERVIEW OF COYOTE ELEMENTARY SCHOOL WHICH GENERALLY FOCUSES ON SERVICES; (5) PROFESSIONAL AND HUMAN RELATIONS AT THE SCHOOL; (6) TEACHER AND STAFF ATTITUDES TOWARD CHICANO STUDENTS; AND (7) A CLOSER LOOK AT THE SCHOOL, WHICH INCLUDES GRADE LEVEL ORGANIZATION, STAFF STRUCTURE AND ORGANIZATION, AND TEACHING METHODS. OVERALL RECOMMENDATIONS INCLUDE THE DEVELOPMENT OF COMPENSATORY EDUCATION PROGRAMS FOR CULTURALLY DIFFERENT AND LOW INCOME CHILDREN; INSTITUTIONAL CHANGES; AND WORK ON CHANGING PEOPLE'S ATTITUDES, VALUES, AND ON CREATING A MORE HUMANE SOCIETY. (KM)

ACCESSION NUMBER: ED096039

PUBLICATION DATE: APR 74

TITLE: POSITION PAPERS ON BILINGUAL BICULTURAL EDUCATIONAL MANPOWER DEVELOPMENT.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; CAREER EDUCATION; CURRICULUM DEVELOPMENT; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL STRATEGIES; FEDERAL LEGISLATION; FEMALES; JOB TRAINING; *MANPOWER DEVELOPMENT; *SPANISH SPEAKING; STATE OF THE ART REVIEWS; *SYMPOSIA

DESCRIPTIVE NOTE: 82P.; FOR RELATED DOCUMENTS, SEE RC 008 068-072. PAPERS FROM SYMPOSIUM FOR BILINGUAL BICULTURAL EDUCATIONAL MANPOWER DEVELOPMENT (WASHINGTON, D. C., MARCH 14-16, 1974)

SELECTED BY THE DIVISION OF MANPOWER DEVELOPMENT AND TRAINING, U. S. OFFICE OF EDUCATION (HEW, WASHINGTON, D. C.), THE MONTAL EDUCATIONAL ASSOCIATES CONDUCTED A SYMPOSIUM FOR BILINGUAL-BICULTURAL EDUCATIONAL MANPOWER DEVELOPMENT. THE SYMPOSIUM'S PURPOSE WAS TO BRING TOGETHER SPANISH SPEAKING EDUCATIONAL AND MANPOWER EXPERTS FROM THROUGHOUT THE NATION TO DISCUSS AND IDENTIFY EDUCATIONAL MANPOWER PRIORITIES AND TO PREPARE POSITION PAPERS FOR CRITICAL REVIEW AND COMMONALITY. HELD ON MARCH 14-16, 1974, THE PARTICIPANTS WERE REPRESENTATIVE OF CHICANOS, PUERTO RICANS, CUBANS, AND LATIN AMERICANS FROM EACH REGION IN THE UNITED STATES; AND OBSERVERS FROM THE U. S. OFFICE OF EDUCATION, THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, AND THE DEPARTMENT OF LABOR. THIS PUBLICATION CONSISTS OF THE POSITION PAPERS WHICH WERE CRITIQUED BY 40 TO 50 EXPERTS AT THE SYMPOSIUM: (1) "STRATEGIES FOR THE INCLUSION OF THE SPANISH SPEAKING IN THE IMPLEMENTATION OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973"; (2) "CAREER EDUCATION, THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973 AND THE SPANISH SPEAKING"; (3) "BILINGUAL-BICULTURAL CURRICULUM"; (4) "A HUMANISTIC AND OBJECTIVE APPROACH TO ACCOUNTABILITY"; (5) "STAFF DEVELOPMENT"; AND (6) "THE NEEDS OF THE SPANISH SPEAKING MUJER IN WOMAN-MANPOWER TRAINING PROGRAMS". (NQ)

ACCESSION NUMBER: ED096040

PUBLICATION DATE: 74

TITLE: STRATEGIES FOR THE INCLUSION OF THE SPANISH SPEAKING IN THE IMPLEMENTATION OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973.

PERSONAL AUTHOR: BRAY, JAVIER

DESCRIPTOR: BACKGROUND; *CHANGE STRATEGIES; *EMPLOYMENT OPPORTUNITIES; *FEDERAL LEGISLATION; *JOB TRAINING; MANPOWER DEVELOPMENT; PROGRAM PLANNING; SELF DIRECTED GROUPS; *SPANISH SPEAKING; VOCATIONAL EDUCATION

IDENTIFIER: CETA; *COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973

DESCRIPTIVE NOTE: 16P.; FOR RELATED DOCUMENTS, SEE RC 008 067; RC 008 069-072

THE MOST OBVIOUS FACTOR COMMON TO THE SPANISH SPEAKING IS THEIR LACK OF CONTROL AND MINIMAL INFLUENCE OVER INSTITUTIONS AND PROGRAMS AFFECTING THEM. THIS CHARACTERIZES THEIR SITUATION AS ONE OF SUBORDINATION TO THE DOMINANT CULTURE'S EXTERNAL POWERS, FOLLOWED BY THE DENIAL OF OCCUPATIONAL OPPORTUNITIES WHICH ARE MANIFESTED IN THE HIGH UNEMPLOYMENT AND UNDEREMPLOYMENT OF SPANISH SPEAKING AND THEIR SYSTEMATIC EXCLUSION FROM ADMINISTRATIVE AND EXECUTIVE POSITIONS. THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973 (CETA) PROVIDES FOR SOME PARTICIPATION BY ALL COMMUNITY-BASED AND CLIENT GROUPS IN LOCAL MANPOWER PROGRAMS. PRIME SPONSORS ARE TO ESTABLISH ADVISORY COUNCILS WHICH MUST INCLUDE A CROSS-SECTION OF CITIZENS AND SPECIAL INTEREST GROUPS, ESPECIALLY THOSE FOR WHOM THE SERVICES ARE INTENDED, AND MUST HAVE REPRESENTATION ON THE STATE MANPOWER COUNCILS. PROGRAMS OF "DEMONSTRATED EFFECTIVENESS" ARE TO BE CONTINUED AND THEIR SERVICES USED AS DEEMED APPROPRIATE. THUS, THE RATIONALE FOR DEVELOPING NEW STRATEGIES TO INCLUDE THE SPANISH SPEAKING IN THE PLANNING AND IMPLEMENTATION OF MANPOWER PROGRAMS IS A PROCESS-ORIENTED EDUCATIONAL PROGRAM LOCALLY ESTABLISHED AND CONTROLLED. YET, THESE COULD BE HINDERED BY THE LACK OF INFORMATIONAL, FINANCIAL, AND HUMAN RESOURCES TO PLAN AND IMPLEMENT NEW MANPOWER PROGRAMS; BY ORGANIZATIONAL PATTERNS CHARACTERISTIC TO PROGRAM MANAGEMENT AND DELIVERY; AND BY ATTITUDES AND EXPECTATIONS RESULTING FROM PAST PRACTICES AND BUILT-IN INTERESTS. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096039

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096041

PUBLICATION DATE: 74

TITLE: CAREER EDUCATION, THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973 AND THE SPANISH SPEAKING.

PERSONAL AUTHOR: DE LOS SANTOS, ALFREDO, JR.

DESCRIPTOR: BILINGUALISM; *CAREER EDUCATION; DEFINITIONS; EDUCATIONAL FINANCE; *EDUCATIONAL PHILOSOPHY; *FEDERAL LEGISLATION; HIGHER EDUCATION; MODELS; *PROGRAM DEVELOPMENT; *SPANISH SPEAKING; VOCATIONAL EDUCATION

IDENTIFIER: CETA; *COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973

DESCRIPTIVE NOTE: 14P.; FOR RELATED DOCUMENTS, SEE RC 008 067-068; RC 008 070-072

IDEAS, COMMENTS, AND POINTS MADE BY THE PARTICIPANTS AT THE SYMPOSIUM FOR BILINGUAL-BICULTURAL MANPOWER DEVELOPMENT ARE INCLUDED IN THIS PAPER. SOME BASIC INFORMATION ABOUT CAREER EDUCATION (ITS PHILOSOPHY, DEFINITIONS, AND MODELS) ARE OUTLINED. THE MODELS SHOW THE 3 MAIN PHASES IN THE CAREER PROCESS: AWARENESS, ORIENTATION AND EXPLORATION, AND PREPARATION. SOME ISSUES PERTAINING TO THE IMPLEMENTATION OF THE CAREER EDUCATION CONCEPT AND THE PROVISIONS OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973 (CETA) FOR IMPLEMENTING CAREER EDUCATION MODELS TO BETTER SERVE THE SPANISH SPEAKING ARE DISCUSSED. ISSUES, PARTICULARLY AS THEY RELATE TO THE PROBLEMS OF THE SPANISH SPEAKING STUDENT IN HIGHER EDUCATION, ARE: THE CAREER EDUCATION DEFINITION; ITS FINANCING; CURRICULUM DEVELOPMENT AND ARTICULATION; THE NEED FOR IN-SERVICE TRAINING FOR PRESENT PROFESSIONAL STAFF; AND THE LACK OF INSTRUCTIONAL MATERIALS. THREE BASIC RECOMMENDATIONS ARE: THE SECRETARY OF LABOR SHOULD FUND A BILINGUAL, K-16 CAREER EDUCATION MODEL, AS AUTHORIZED UNDER TITLE III OF CETA 73, TO SERVE THE SPANISH SPEAKING; CETA 73 FUNDS SHOULD BE USED TO PROVIDE EDUCATIONAL OPPORTUNITIES TO THE SPANISH SPEAKING TO STAFF PROGRAMS WHICH WILL PRIMARILY SERVE THEM; AND AGENCIES/ORGANIZATIONS/INSTITUTIONS THAT ARE CHARGED WITH IMPLEMENTATION THE FIRST 2 RECOMMENDATIONS SHOULD BE GIVEN THE RESPONSIBILITY AND RESOURCES TO DEVELOP BILINGUAL MATERIALS FOR YOUNGSTERS AND ADULTS. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096039

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096042

PUBLICATION DATE: 74

TITLE: BILINGUAL-BICULTURAL CURRICULUM.

PERSONAL AUTHOR: HERMENET, ARGELIA B.; VALENCIA, ATILANO A.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; *DEFINITIONS; ENGLISH (SECOND LANGUAGE); LANGUAGE INSTRUCTION; MODELS; MONOLINGUALISM; SECOND LANGUAGES; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 17P.; FOR RELATED DOCUMENTS, SEE RC 008 067-069; RC 008 071-072

WHILE BILINGUAL-BICULTURAL EDUCATION CONTINUES TO BE ONE OF THE MOST SIGNIFICANT THRUSTS IN THE FINAL DECADES OF THE 20TH CENTURY AND NUMEROUS ARTICLES ARE FOUND ON THIS TOPIC, MANY INTERESTED PEOPLE ARE STILL SEARCHING FOR A CLEAR, SIMPLE, AND ACCEPTABLE MEANING OF THE TERM. PERHAPS THE TERM CAN BE CLEARLY DEFINED ONLY BY A COMPLETE AND COMPREHENSIVE TREATISE ON THE SUBJECT. THIS PAPER ATTEMPTS TO STATE AND CLARIFY SEVERALTERMS FOUND IN BILINGUAL-BICULTURAL LITERATURE, AS WELL AS TO PROVIDE A MORE COMPREHENSIVE VIEW OF THE TOPIC AND A DESCRIPTION OF SELECTED PROSPECTIVE AND PRACTICAL CURRICULUM MODELS IN BILINGUAL-BICULTURAL EDUCATION. TERM DEFINITIONS INCLUDE BILINGUALISM, BICULTURALISM, MONOLINGUALISM AND MONOCULTURALISM, LANGUAGE DOMINANCE, NATIVE LANGUAGE, SECOND LANGUAGE, AND BILINGUAL-BICULTURAL EDUCATION. THREE BILINGUAL-BICULTURAL CURRICULUM MODELS ARE ILLUSTRATED FOR MONOLINGUAL SPANISH SPEAKERS, MONOLINGUAL ENGLISH SPEAKERS, AND BILINGUAL SPEAKERS (SPANISH-ENGLISH). IMPLICATIONS FOR DESIGNING A PRACTICAL AND COMPREHENSIVE BILINGUAL-BICULTURAL K-C CURRICULUM MODEL ARE DISCUSSED. THE ADDENDUM COVERS: 1) CURRICULUM COMPONENTS RELATED TO LANGUAGE DEVELOPMENT, COUNSELING, INSTRUCTION, LEARNING MATERIALS, COMMUNICATIONS, IN-SERVICE TRAINING, AND EVALUATIONS; AND 2) SAMPLES OF ONGOING BILINGUAL-BICULTURAL PROGRAMS. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096039

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096043

PUBLICATION DATE: 74

TITLE: STAFF DEVELOPMENT.

PERSONAL AUTHOR: OYAMA, HENRY

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *BICULTURALISM; *BILINGUAL EDUCATION; COMMUNICATION (THOUGHT TRANSFER); EDUCATIONAL PROBLEMS; FEDERAL AID; *MANPOWER DEVELOPMENT; PROGRAM DESCRIPTIONS; *SPANISH SPEAKING; TAXONOMY; *TRAINING OBJECTIVES

DESCRIPTIVE NOTE: 9P.; FOR RELATED DOCUMENTS, SEE RC 008 067-070; RC 008 072

BILINGUAL PROGRAMS FUNDED THROUGH THE BILINGUAL EDUCATION ACT, TITLE VII, ARE PRESENTLY SERVING 129,000 STUDENTS. APPROXIMATELY 80 PERCENT OF THE 7.7 MILLION STUDENTS WHO SHOULD RECEIVE THESE PROGRAMS' BENEFITS ARE SPANISH SPEAKING. BILINGUAL INSTRUCTION SHOULD BE CARRIED OUT IN 246,400 CLASSES WITH AN AVERAGE OF 25 PUPILS PER CLASS. INSTRUCTORS ARE NEEDED FOR THESE CLASSES ALONG WITH "BACK-UP" PERSONNEL SUCH AS ADMINISTRATORS, COUNSELORS, AND PARAPROFESSIONALS. THIS PAPER ATTEMPTS TO DEVELOP THE METHODOLOGY WHICH CAN BE USED IN SELECTING OBJECTIVES FOR TRAINING PROGRAMS FOCUSING ON STAFF DEVELOPMENT FOR BILINGUAL MANPOWER ADULT EDUCATION. AMONG THE PROBLEMS WHICH MUST BE CONFRONTED ARE THE LACK OF EMPATHY BY MANY SCHOOL ADMINISTRATORS AND NON-BILINGUAL FACULTIES AND STAFFS FOR THE PURPOSES OF BILINGUAL-BICULTURAL PROGRAMS; THE NEED FOR SPANISH SPEAKING ADMINISTRATORS IN POSITIONS TO DIRECT CHANGE AND POLICY IN STAFF DEVELOPMENT PROGRAMS; AND THE DEARTH OF ATTEMPTS AT ARTICULATION OR COORDINATION BETWEEN THE PROGRAMS AT DIFFERENT EDUCATIONAL LEVELS. BEFORE GOING INTO TRAINING OBJECTIVES, THE DIFFERENT COMPONENTS OF THE EDUCATIONAL SYSTEM WHICH CAN AND WILL HAVE AN IMPACT ON THE EFFECTIVENESS AND DEVELOPMENT OF AN OVERALL BILINGUAL-BICULTURAL EDUCATIONAL SYSTEM MUST BE CONSIDERED. THEN THE OBJECTIVES MUST HAVE OVERLAPPING IMPACT ON THE DIFFERENT LEVELS OF THE EDUCATIONAL SYSTEM: AGENCY, EDUCATIONAL INSTITUTION, CLASSROOM, AND THE HOME/COMMUNITY ENVIRONMENT. A TAXONOMY OF OBJECTIVES FOR A STAFF DEVELOPMENT PROGRAM IS GIVEN. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096039

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096044

PUBLICATION DATE: 74

TITLE: THE NEEDS OF THE SPANISH SPEAKING MUJER WOMAN IN WOMAN-MANPOWER TRAINING PROGRAMS.

PERSONAL AUTHOR: NIETO-GOMEZ, ANNA

DESCRIPTOR: ANCILLARY SERVICES; CURRICULUM DEVELOPMENT; DATA COLLECTION; EDUCATIONAL STRATEGIES; *EMPLOYMENT PROGRAMS; EQUAL OPPORTUNITIES (JOBS); INCOME; *JOB TRAINING; *MANPOWER DEVELOPMENT; RACIAL DISCRIMINATION; SEX DISCRIMINATION; *SPANISH SPEAKING; STATISTICAL DATA; VOCATIONAL COUNSELING; *WORKING WOMEN

DESCRIPTIVE NOTE: 10P.; FOR RELATED DOCUMENTS, SEE RC 008 067-071

ALTHOUGH THE SPANISH SPEAKING WOMAN IS USUALLY CONSIDERED TO BE OUTSIDE THE LABOR MARKET, 36 PERCENT OF THE 52 PERCENT SPANISH SPEAKING WOMEN WERE IN THE LABOR FORCE IN MARCH 1972. THESE WOMEN SUFFER ECONOMIC-SEXIST DISCRIMINATION DUE TO ASCRIPTION OF WORK ACCORDING TO SEX AND RACE BY A RACIAL-SEXUAL HIERARCHY EXISTING WITHIN THE TRADITIONAL FEMININE OCCUPATIONS. WHEN DEFINING WOMEN'S EMPLOYMENT NEEDS IN MANPOWER PROGRAMS, IT IS VITAL THAT THE NEEDS BE ASSESSED ACCORDING TO THE DIFFERENT ETHNIC GROUP AS WELL AS THEIR SIMILARITIES. FEDERAL PROGRAMS FOR MINORITIES ARE USUALLY DIRECTED AT ANGLO AND BLACK WOMEN OR THE SPANISH SPEAKING PEOPLE IN GENERAL, BUT THEY DO NOT USUALLY APPLY TO THE SPANISH SPEAKING WOMAN. THIS PAPER GIVES RECOMMENDATIONS IN THE AREAS OF RESEARCH, CURRICULUM DEVELOPMENT, SUPPORTIVE SERVICES, STAFF DEVELOPMENT, AND STRATEGIES FOR AFFRIMATIVE ACTION RELATED TO WOMAN-MANPOWER PROGRAMS AND THE ECONOMIC NEEDS OF THE SPANISH SPEAKING WOMAN. AMONG THESE ARE: (1) RESEARCH SHOULD INCLUDE INFORMATION DEFINING THESE WOMEN'S ROLE IN THE TOTAL LABOR MARKET PROCESS AT THE CITY, COUNTY, STATE, AND FEDERAL LEVELS; (2) CURRICULUM DEVELOPMENT FOR WOMAN-MANPOWER TRAINING PROGRAMS SHOULD BE DIRECTED AT THEIR JOB-RELATED NEEDS; (3) BILINGUAL-BICULTURAL SUPPORTIVE SERVICES SHOULD BE PROVIDED TO ALLOW THEM TO TAKE ADVANTAGE OF EMPLOYMENT OPPORTUNITIES. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096039

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096046

PUBLICATION DATE: 21 JAN 74

TITLE: AN EDUCATION PLAN FOR THE DENVER PUBLIC SCHOOLS.

PERSONAL AUTHOR: CARDENAS, JOSE A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACCOUNTABILITY; *COURT LITIGATION; CURRICULUM DEVELOPMENT; *EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL SPECIFICATIONS; EQUAL EDUCATION; LEARNING DIFFICULTIES; NEGROES; *PROGRAM CONTENT; *SPANISH SPEAKING; STUDENT CHARACTERISTICS

IDENTIFIER: COLORADO; *DENVER PUBLIC SCHOOLS

DESCRIPTIVE NOTE: 92P.; FOR RELATED DOCUMENT, SEE RC 008 089

THE DEVELOPMENT AND SUBMISSION, FOR THE COURT'S CONSIDERATION, OF AN EDUCATION PLAN FOR HISPANO AND BLACK CHILDREN IN DENVER PUBLIC SCHOOLS WAS REQUESTED BY PLAINTIFFS IN THIS CASE. THE COURT ORDERED THE DEVELOPMENT OF A SCHOOL PROGRAM BASED ON THE CHARACTERISTICS OF THESE CHILDREN. THE PROPOSED PLAN PROVIDES THE RATIONALE AND ACTIVITIES NECESSARY FOR ACCOMPLISHING THIS, TRYING TO ELIMINATE THE INCOMPATIBILITIES BETWEEN THE SCHOOL AND THE MINORITY CHILDREN. THE PLAN PROPOSED WAS BASED ON THE CARDENAS-CARDENAS THEORY OF INCOMPATIBILITIES, WHICH ATTRIBUTES THE POOR SCHOOL PERFORMANCE OF MINORITY AND DISADVANTAGED CHILDREN TO AN INCOMPATIBILITY BETWEEN THE CHARACTERISTICS OF THESE CHILDREN AND THOSE IN TYPICAL INSTRUCTIONAL PROGRAMS. FIVE INCOMPATIBILITY AREAS ARE: POVERTY, CULTURE, LANGUAGE, MOBILITY, AND SOCIETAL PERCEPTIONS. SINCE THESE ARE SO INTERRELATED, THE PROGRAM INCORPORATED THE PRINCIPLES OF (1) INTERRELATEDNESS AND INTERDEPENDENCE AND (2) ADAPTABILITY. IT OUTLINES THE ELEMENTS OF SCHOOL ACTIVITY WHICH MUST BE ADOPTED: EDUCATIONAL PHILOSOPHIES, POLICIES, SCOPE AND SEQUENCE, CURRICULUM, STAFFING, CO-CURRICULUM ACTIVITIES, STUDENT PERSONNEL SERVICES, NONINSTRUCTIONAL NEEDS, COMMUNITY INVOLVEMENT, AND EVALUATION. (NQ)

ACCESSION NUMBER: ED096047

PUBLICATION DATE: 5 FEB 74

TITLE: ADDENDUM TO THE INTERVENOR'S EDUCATION PLAN FOR THE DENVER PUBLIC SCHOOLS.

PERSONAL AUTHOR: CARDENAS, JOSE A.

DESCRIPTOR: ACCOUNTABILITY; COURT LITIGATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL LEGISLATION; *EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL SPECIFICATIONS; EQUAL EDUCATION; NEGROES; PHILOSOPHY; *PROGRAM CONTENT; PROGRAM DEVELOPMENT; *SPANISH SPEAKING

IDENTIFIER: COLORADO; CONGRESS OF HISPANIC EDUCATION; *DENVER PUBLIC SCHOOLS

DESCRIPTIVE NOTE: 34P.; FOR RELATED DOCUMENT, SEE RC 008 088

THE ADDENDUM TO THE DENVER PUBLIC SCHOOLS EDUCATION PLAN, WHICH WAS SUBMITTED TO THE COURT ON JANUARY 23, 1974, MAKES SPECIFIC RECOMMENDATIONS FOR ELEMENTS OF SCHOOL ACTIVITIES OUTLINED IN THE PLAN. THE RECOMMENDATIONS PERTAIN TO THE PHILOSOPHY; POLICY; THE SCOPE AND SEQUENCE OF POVERTY. CULTURAL, LANGUAGE, MOBILITY, AND PERCEPTUAL ASPECTS; CURRICULUM; STAFFING INCLUDING POVERTY, CULTURE, LANGUAGE, MOBILITY, AND SOCIETAL PERCEPTIONS TRAINING; RECRUITMENT; HIRING; EVALUATION; CO-CURRICULUM ACTIVITIES; STUDENT SERVICES; THE TESTING PROGRAM; PSYCHOLOGICAL SERVICES; COUNSELING SERVICES; PUPIL ORIENTATION PROGRAMS; SPECIAL MOTIVATION SERVICES; A CATCH-UP OR ADJUSTMENT CENTER; NONINSTRUCTIONAL NEEDS; COMMUNITY INVOLVEMENT; IMPLEMENTATION PROCEDURES; AND JURISDICTION. AMONG THE RECOMMENDATIONS ARE: (1) RULES AND REGULATIONS WHICH ARE CONSISTANT WITH THE PHILOSOPHY STATEMENT ISSUED BY THE DENVER BOARD OF EDUCATION SHALL BE ENACTED; (2) BILINGUAL AND BICULTURAL PROGRAMS MUST BE IMPLEMENTED IN ALL SCHOOLS BEGINNING WITH EARLY CHILDHOOD THROUGH ADULT EDUCATION PROGRAMS; (3) EVERY AREA OF THE EDUCATIONAL SYSTEM SHALL BE STAFFED ON THE BASIS OF PARITY FOR MINORITIES, WITH AN AFFIRMATIVE ACTION PROGRAM IMPLEMENTED WITHIN A 5-YEAR PERIOD TO ENSURE TEACHER PARITY; AND (4) THE COURT WILL MAINTAIN CONTINUING JURISDICTION OVER THIS CASE IN ORDER TO SUPERVISE THE IMPLEMENTATION OF THESE PLANS. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 096046

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096070

PUBLICATION DATE: 74

TITLE: REGION ONE RIGHT TO READ PROJECT. RIGHT TO READ ANNUAL PERFORMANCE REPORT, 1974 .

PERSONAL AUTHOR: LINTON, THOMAS H.

DESCRIPTOR: ACHIEVEMENT; *ANNUAL REPORTS; *BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); EVALUATION METHODS; GRADE 1; INSTRUCTIONAL MATERIALS; KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; PROGRAM DESCRIPTIONS; SOCIAL DEVELOPMENT; *SPANISH SPEAKING

IDENTIFIER: ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III; ESEA TITLE VII; *RIGHT TO READ; TEXAS

DESCRIPTIVE NOTE: 23P.

THE REGION 1 RIGHT-TO-READ PROJECT WAS INITIATED IN SEVEN TEXAS SCHOOL DISTRICTS IN 1972-73 AND WAS CONTINUED IN THE 1973-74 SCHOOL YEAR. ALL SEVEN DISTRICTS DECIDED TO USE A BILINGUAL SPANISH-ENGLISH READING APPROACH BEGINNING AT THE KINDERGARTEN LEVEL. IN SEPTEMBER 1973 THE PROGRAM WAS EXPANDED TO INCLUDE FIRST GRADE STUDENTS WHO WERE IN THE KINDERGARTEN PROGRAM. CONSEQUENTLY, THE 1973-74 PROGRAM INCLUDED 43 FIRST GRADE CLASSROOMS; TOTAL ENROLLMENT WAS APPROXIMATELY 1,100 IN THE FIRST GRADE AND 1,000 IN KINDERGARTEN. THE BILINGUAL MATERIALS WERE THE FIRST AND SECOND YEAR MATERIALS FROM A SEQUENTIAL, 3-YEAR ELEMENTARY AND SECONDARY EDUCATION ACT PROGRAM DESIGNED FOR MEXICAN AMERICAN CHILDREN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH. A REVISED ADMINISTRATIVE PROCEDURE FOR TRACKING THE ACHIEVEMENT AND PROGRESS OF STUDENTS IN EACH CLASSROOM WAS DEVELOPED AND IMPLEMENTED FOR 1973-74. THE PROJECT STAFF DESIGNED THREE CHARTS FOR TEACHERS TO USE TO TRACK INDIVIDUAL PROGRESS AND ACHIEVEMENT: (1) THE ORAL ENGLISH CLASSROOM RECORD SHEET; (2) THE SPANISH READING CLASSROOM RECORD SHEET; AND (3) THE ENGLISH READING CLASSROOM RECORD SHEET. THE VARIOUS OBJECTIVES FOR THE DIFFERENT LEVELS ARE GIVEN, WITH TABLES PRESENTING THE ACHIEVEMENT RESULTS FOR THE YEAR. (KM)

ACCESSION NUMBER: ED096075

PUBLICATION DATE: JUL 74

TITLE: PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: MARCH 1974 (ADVANCE REPORT). POPULATION CHARACTERISTICS, CURRENT POPULATION REPORTS.

DESCRIPTOR: AGE; AMERICAN STUDIES; CENSUS FIGURES; *DEMOGRAPHY; EDUCATION; *ETHNIC ORIGINS; FAMILY CHARACTERISTICS; NATIONAL SURVEYS; *POPULATION TRENDS; *SPANISH SPEAKING; *STATISTICS

DESCRIPTIVE NOTE: 7P.

DEMOGRAPHIC, SOCIAL, AND ECONOMIC CHARACTERISTICS OF PERSONS OF SPANISH ORIGIN IN THE UNITED STATES ARE PRESENTED IN THIS ADVANCE REPORT. DATA WERE COLLECTED IN THE MARCH 1974 CURRENT POPULATION SURVEY, INDICATING THAT THERE WERE ABOUT 10.8 MILLION PERSONS OF SPANISH ORIGIN IN THIS COUNTRY. SUBCATEGORIES OF SPANISH ORIGIN ARE: MEXICAN, PUERTO RICAN, CUBAN, CENTRAL AND SOUTH AMERICAN, AND OTHER SPANISH. THE STATISTICS ARE FOR SUCH CHARACTERISTICS AS AGE, SEX, RESIDENCE, YEARS OF SCHOOL COMPLETED, INCOME, EMPLOYMENT, OCCUPATION, AND FAMILY. A MORE DETAILED REPORT IS FORTHCOMING. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 OR U. S. DEPARTMENT OF COMMERCE DISTRICT OFFICES (SERIES P-20, NO. 267, $0.25)

ACCESSION NUMBER: ED096086

PUBLICATION DATE: MAY 74

TITLE: RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC): THIRD-YEAR EVALUATION STUDY. FINAL EVALUATION REPORT, 1973-74.

PERSONAL AUTHOR: ASKINS, BILLY E.: AND OTHERS

DESCRIPTOR: ACADEMICALLY HANDICAPPED: ATTITUDES; BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT: *EDUCATIONAL DISADVANTAGEMENT; *HANDICAPPED STUDENTS; LANGUAGE DEVELOPMENT: PARENT PARTICIPATION: *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *SPANISH AMERICANS

IDENTIFIER: *CLOVIS: NEW MEXICO

DESCRIPTIVE NOTE: 102P.; FOR RELATED DOCUMENTS, SEE ED068219 AND ED085122

THE RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC) IS A GROUP EDUCATIONAL PROGRAM FOR "HIGH RISK" (OF LOW BIRTH WEIGHT AND WITH VARIOUS HANDICAPS) SPANISH AMERICAN CHILDREN. IT AIMS TO PROVIDE SUCCESSFUL EXPERIENCES FOR THESE CHILDREN IN BOTH ENGLISH AND SPANISH LANGUAGE LEARNING AND IN IMPROVING COGNITIVE AND AFFECTIVE DEVELOPMENT. DURING 1973-74 (REPSAC'S THIRD YEAR OF OPERATION), TWENTY-NINE 3, 4, AND 5 YEAR OLD LOW BIRTH WEIGHT CHILDREN HANDICAPPED BY PHYSICAL DIFFICULTIES, LEARNING APTITUDE, PERCEPTUAL AND MOTOR PROBLEMS, LANGUAGE HANDICAPS, AND ECONOMIC, CULTURAL, AND EDUCATION DEPRIVATION PARTICIPATED AT CLOVIS, NEW MEXICO. THE PROGRAM WAS DIVIDED INTO COMPREHENSIVE COMPONENTS: INSTRUCTIONAL, STAFF DEVELOPMENT, COMMUNITY-PARENTAL INVOLVEMENT, AND MEDIA DEVELOPMENT. THE EVALUATION DESIGN THAT ASSESSED REPSAC'S EFFECTIVENESS USED PRE- AND POSTTESTS. THE ABILITIES MEASURED WERE: LEARNING APTITUDE, LANGUAGE DEVELOPMENT IN ENGLISH AND SPANISH, SENSORY AND PERCEPTUAL DEVELOPMENT, SPEECH DEVELOPMENT, SCHOOL READINESS, AND PSYCHOMOTOR DEVELOPMENT. A PERIODIC SUBJECTIVE EVALUATION OF THE STUDENTS' SELF CONCEPT, OBSERVATIONS, AND INTERVIEWS WAS ALSO CONDUCTED. SOME MAJOR FINDINGS WERE: STUDENTS MADE SIGNIFICANT GAINS IN LANGUAGE ABILITY IN ENGLISH AND SPANISH, SENSORY AND PERCEPTUAL ABILITY, SCHOOL READINESS, AND PSYCHOMOTOR DEVELOPMENT; STUDENTS DEVELOPED AND MAINTAINED A FAVORABLE SELF-IMAGE; AND PARENTS MAINTAINED A POSITIVE ATTITUDE TOWARD THE PROGRAM. (NQ)

132

ACCESSION NUMBER: ED096089

PUBLICATION DATE: 74

TITLE: HISPANIC AMERICANS IN THE UNITED STATES. A SELECTIVE BIBLIOGRAPHY, 1963-1974.

DESCRIPTOR: *BIBLIOGRAPHIES; BOOKS; *CULTURAL BACKGROUND; *HISTORY; *MEXICAN AMERICANS; PERIODICALS; PUERTO RICANS; REPORTS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 31P.

PREPARED AT THE SPECIAL REQUEST OF HUD'S (U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT) ASSISTANT SECRETARY FOR EQUAL OPPORTUNITY, THIS BIBLIOGRAPHY CITES 328 BOOKS REPORTS, PERIODICAL ARTICLES, AND BIBLIOGRAPHIES PUBLISHED BETWEEN 1963 AND 1974 PERTAINING TO HISPANIC AMERICANS IN THE UNITED STATES. PROVIDING GENERAL HISTORICAL BACKGROUND AND INSIGHT INTO THEIR EDUCATIONAL, ECONOMIC, AND SOCIAL ADJUSTMENT THE ITEMS ARE DIVIDED INTO THREE SECTIONS: (1) GENERAL BACKGROUND, (2) MEXICAN AMERICANS, AND (3) PUERTO RICANS AND OTHER CARIBBEAN SPANISH SPEAKING PEOPLES. AN AUTHOR INDEX (BY ITEM NUMBER) IS PROVIDED. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2300-00271, $0.65)

ACCESSION NUMBER: ED096090

PUBLICATION DATE: MAY 74

TITLE: RURAL YOUTH IN FIVE SOUTHWESTERN STATES: THE POPULATION UNDER AGE 25 IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS. INFORMATION REPORT NO. 73-2.

PERSONAL AUTHOR: JIMENEZ, LUIS A.; UPHAM, W. KENNEDY

DESCRIPTOR: AGE; AMERICAN INDIANS; *CENSUS FIGURES; DEFINITIONS; ETHNIC GROUPS; *POPULATION DISTRIBUTION; *RACIAL COMPOSITION; RURAL POPULATION; *RURAL YOUTH; SPANISH SPEAKING; *TABLES (DATA)

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 59P.; SOME PAGES MAY REPRODUCE POORLY DUE TO QUALITY OF ORIGINAL COPY

POPULATION CHARACTERISTICS OF RURAL YOUTH (PERSONS UNDER 25 YEARS OF AGE) LIVING IN THE SOUTHWESTERN STATES OF ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS ARE PRESENTED. DATA WERE COLLECTED FROM THE 1970 U.S. CENSUS OF POPULATION FINAL REPORTS FOR THE INDIVIDUAL STATES. THIS REPORT IS ORGANIZED INTO TWO SECTIONS: (1) THE ANALYTICAL TEXT AND (2) TABULAR DATA BY STATE. THE ANALYTICAL TEXT DISCUSSES THE YOUTH OF THE SOUTHWESTERN REGION; THE RURAL POPULATION; THE RURAL YOUTH OF THE FIVE SOUTHWESTERN STATES; THE GENERAL DISTRIBUTION OF THE RURAL SPANISH HERITAGE YOUTH BY STATE; AND THE DISTRIBUTION OF RURAL NATIVE AMERICAN YOUTH. THE TABULAR SECTION CONSISTS OF NUMERICAL DATA REGARDING RURAL YOUTH BY STATE, SEX, RACIAL OR ETHNIC CATEGORIES, AND AGE GROUPS. SOME FINDINGS ARE: (1) RURAL YOUTH REPRESENT 14.1 PERCENT OF ALL PERSONS UNDER 25 IN THE SOUTHWEST; (2) RURAL SPANISH HERITAGE PERSONS TEND TO BE GENERALLY YOUNGER THAN OTHER GROUPS; AND (3) IN NEW MEXICO RURAL SPANISH HERITAGE YOUTH REPRESENT OVER 50 PERCENT OF ALL RURAL YOUTH. DEFINITIONS OF TECHNICAL TERMS USED ARE PROVIDED IN THE APPENDIX. (NQ)

134

ACCESSION NUMBER: ED096383

PUBLICATION DATE: 72

TITLE: RED, BROWN, AND BLACK DEMANDS FOR BETTER EDUCATION.

PERSONAL AUTHOR: HEATH, G. LOUIS

DESCRIPTOR: *ACTIVISM; AMERICAN INDIANS; ECONOMICALLY DISADVANTAGED; EDUCATIONAL CHANGE; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL POLICY; *EDUCATIONAL PROBLEMS; *JOURNALISM; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO EDUCATION; PUBLIC POLICY; SOCIAL CHANGE

DESCRIPTIVE NOTE: 216P.

THE ESSAYS GATHERED HERE PORTRAY THE SPEAD ACROSS THE LAND OF AN AWARENESS, A CONSCIOUSNESS OF SOCIAL PLIGHT AMONG MINORITIES, SINCE THE EARLY 1960'S. THE BLACKS, THE LARGEST MINORITY GROUP, WERE THE FIRST TO ATTEMPT TO ACT OUT THEIR CONSCIOUSNESS AND MAKE THE WORLD BETTER FOR THEMSLEVES. THEY HAVE BEEN FOLLOWED LATELY BY THE CHICANOS AND THE INDIANS. THESE THREE MINORITIES HAVE ALL MADE RECENT DEMANDS ON A SOCIAL SYSTEM THAT HAS DISCRIMINATED GREATLY AGAINST THEM. ONE OF THE FOREMOST DEMANDS OF THESE MINORITIES HAS BEEN THAT EDUCATIONAL INSTITUTIONS SERVE THEM AS WELL AS THE WASP MAJORITY. THAT IS, THEY HAVE ASPIRED FOR EDUCATION THAT PROVIDES A CURRICULUM THAT IS CONSISTENT WITH THEIR IDENTITY AND CULTURE YET STILL TEACHES THEM THE OCCUPATIONAL SKILLS TO COMPETE SUCCESSFULLY IN THE MARKETPLACE. WHERE THEY HAVE BEEN UNABLE TO SECURE BOTH RELEVANCE AND SKILLS IN ONE EDUCATIONAL PACKAGE, THEY HAVE OFTEN BEEN FRUSTRATED INTO DEMANDING EITHER TECHNICAL EDUCATION THAT IGNORES THEIR CULTURE OR CULTURAL EDUCATION THAT EQUIPS THEM WITH NO VIABLE SKILLS. BOTH ALTERNATIVES ARE DEAD ENDS FOR RED, BROWN, AND BLACK LEARNERS AND FOR AMERICAN SOCIETY. THE HOPE IS THAT THE NATION, DESPITE ALL THE APPARENT LACK OF COMMON PURPOSE, CAN STILL HEAR AND ACT ON RED, BROWN, AND BLACK DEMANDS THAT THE SCHOOLS BOTH RESPECT THEM CULTURALLY AND TRAIN THEM FOR JOBS. (AUTHOR/JM)

AVAILABILITY: WESTMINSTER PRESS, PHILADELPHIA, PENNSYLVANIA 19107 ($3.50, PAPER)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED096834

PUBLICATION DATE: 71

TITLE: MEXICAN AMERICANS. AN APPENDIX TO "A CURRICULUM GUIDE IN SPANISH (LEVELS III-V)".

PERSONAL AUTHOR: KENNEDY, DORA F.

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; CHANGING ATTITUDES; *CULTURAL AWARENESS; *CURRICULUM GUIDES; *LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; MINORITY GROUPS; RESOURCE MATERIALS; *SPANISH

DESCRIPTIVE NOTE: 91P.; FOR RELATED DOCUMENT, SEE ED 044 949

THIS TEACHING AND RESOURCE UNIT ON MEXICAN AMERICANS IS SPECIFICALLY DESIGNED FOR ADVANCED SPANISH STUDENTS. THOUGH IT IS PRESENTED MOSTLY IN ENGLISH, IT IS TO BE IMPLEMENTED FOR THE MOST PART IN SPANISH, ACCORDING TO THE METHODOLOGY SET FORTH IN "A CURRICULUM GUIDE IN SPANISH (LEVELS III-V)." THE MAIN PURPOSE OF THE UNIT IS TO INCREASE STUDENT UNDERSTANDING OF THE NEEDS OF MINORITY GROUPS SO THAT FUTURE VOTING CITIZENS OF THE MAJORITY CULTURE WILL BE MORE DISPOSED TO CHANGE. THE UNIT IS DIVIDED INTO THE FOLLOWING SECTIONS: (1) A STATEMENT ON BACKGROUND AND OBJECTIVES; (2) A LIST OF SUGGESTED BOOKS AND OTHER MATERIALS FOR USE WITH THE UNIT; (3) A DISCUSSION OF METHODOLOGY AND CONTENT, EMPHASIZING THE PROCESS OF STUDENT-CENTERED TEACHING; (4) SUGGESTED TYPES OF UNIT TESTS, A SAMPLE TEST, AND AN ATTITUDINAL SURVEY. SUPPLEMENTARY INFORMATION FOR THE UNIT CONSISTS OF A CHICANO GLOSSARY, A CHRONOLOGICAL OUTLINE OF MEXICAN HISTORY, AND A LISTING OF MEMBERS OF THE CHICANO PRESS ASSOCIATION. SOURCES OF INFORMATION AND MATERIALS ON MEXICAN AMERICANS ARE LISTED, AND AN ANNOTATED BIBLIOGRAPHY CONCLUDES THE UNIT. (PP)

ACCESSION NUMBER: ED097107

PUBLICATION DATE: 72

TITLE: INTERSTATE MIGRANT HUMAN DEVELOPMENT PROJECT.

DESCRIPTOR: AGENCY ROLE; *ANCILLARY SERVICES; CHILD ADVOCACY; *CHILD DEVELOPMENT CENTERS; COMMUNITY MIGRANT PROJECTS; *MEXICAN AMERICANS; MIGRANT PROBLEMS; *MIGRANT WELFARE SERVICES; POVERTY PROGRAMS; PROGRAM DESCRIPTIONS; PROGRAM IMPROVEMENT; *RELOCATION; STAFF UTILIZATION; TRAINING OBJECTIVES

IDENTIFIER: *PROJECT HEAD START

DESCRIPTIVE NOTE: 14P.

THIS REPORT DISCUSSES THE BACKGROUND STUDY, AND PROPOSED OBJECTIVES, MODE OF OPERATION PERSONNEL TRAINING, STAFF, ASSESSMENT, AND FACILITIES OF A HEAD START RELOCATION SERVICE FOR MIGRANT FAMILIES. INCLUDED IS A DESCRIPTION OF THE ESTABLISHMENT OF SUCH A RELOCATION SERVICE WHICH PROVIDED FOLLOWUP SOCIAL SERVICES ACTIVITIES FROM ONE STATE TO ANOTHER. THE PROPOSED PROGRAM UTILIZES A "HUMAN DEVELOPER" (A PARAPROFESSIONAL) TO WORK WITH FAMILIES: (1) TO INITIATE NEW SERVICES WHERE NONE EXIST AND TO ADAPT EXISTING SERVICES TO MEET MIGRANT NEEDS, (2) TO SEE THAT COMPREHENSIVE SERVICES FOR THE WHOLE FAMILY--ADULTS AS WELL AS CHILDREN--ARE PROVIDED, (3) TO PROVIDE A COMMUNITY LIAISON SERVICE (FOR PUBLIC RELATIONS, CULTURAL INTERPRETATIONS), AND (4) TO PROVIDE FOR FOLLOWUP NEEDS AS THE MIGRANT FAMILY MOVES FROM PLACE TO PLACE. THE UNIQUE FEATURE OF THIS PARAPROFESSIONAL IS THAT HE WOULD BE DRAWN FROM A MIGRANT BACKGROUND AND WOULD RELOCATE FROM HOME BASE TO NORTHERN WORK LOCATIONS AND THEN RETURN TO THE HOME BASE. THE POTENTIAL OF THIS TYPE OF RELOCATING SERVICE FOR THE MIGRANT IS EVALUATED, AND ITS RELATION TO OVERALL PROJECT HEAD START OPERATIONS IS EVALUATED. (CS)

ACCESSION NUMBER: ED097121

PUBLICATION DATE: 74

TITLE: PERSONALITY CORRELATES OF INTELLECTUAL PERFORMANCE AMONG HEAD START CHILDREN.

PERSONAL AUTHOR: BENSON, GERALD P.; KUIPERS, JUDITH L.

DESCRIPTOR: ANGLO AMERICANS; BEHAVIOR PATTERNS; BEHAVIOR RATING SCALES; EDUCATIONAL OBJECTIVES; HOSTILITY; *INDIVIDUAL CHARACTERISTICS; *INTELLECTUAL DEVELOPMENT; *INTELLIGENCE QUOTIENT; MEXICAN AMERICANS; PEER ACCEPTANCE; PERSONAL ADJUSTMENT; *PERSONALITY STUDIES; *PRESCHOOL CHILDREN; PRESCHOOL TESTS; TASK PERFORMANCE

IDENTIFIER: EXTRAVERSION INTROVERSION; *PROJECT HEAD START

DESCRIPTIVE NOTE: 16P.

THIS STUDY INVESTIGATED THE ASSOCIATION BETWEEN PERSONALITY TRAITS AND THE INTELLECTUAL PERFORMANCE OF HEAD START CHILDREN. A TOTAL OF 90 ECONOMICALLY DISADVANTAGED ANGLO AND MEXICAN AMERICAN CHILDREN FROM SIX HEAD START CLASSROOMS WERE ADMINISTERED THE PRESCHOOL INVENTORY (PSI) TO OBTAIN A MEASURE OF INTELLECTUAL DEVELOPMENT. EACH CHILD WAS ALSO INDEPENDENTLY RATED ON THE CLASSROOM BEHAVIOR SCALES BY A COLLEGE STUDENT AND TEACHER. IT WAS HYPOTHESIZED THAT: (1) SCORES ON THE PSI WOULD CORRELATE POSITIVELY WITH RATINGS ON EXTRAVERSION, TASK ORIENTATION, GENERAL ADJUSTMENT, AND PEER ADJUSTMENT; (2) PSI SCORES WOULD CORRELATE NEGATIVELY WITH RATINGS ON INTROVERSION AND DISTRACTIBILITY; AND (3) NO CORRELATION WOULD EXIST BETWEEN RATINGS ON EITHER HOSTILITY AND/OR CONSIDERATION OF OTHERS AND THE PSI. RESULTS CONFIRMED EACH OF THESE HYPOTHESES. THE RESULTS ARE IN ACCORD WITH CURRENT DEVELOPMENTAL THEORIES WHICH VIEW THE CHILD AS AN ACTIVE SEEKER OF COGNITIVE STIMULATION WHO INTERACTS ON HIS ENVIRONMENT. IMPLICATIONS OF THE STUDY SUGGEST THAT PRESCHOOL CURRICULUM EXPERIENCES SHOULD REQUIRE SELF-INITIATING, EXPLORATORY, PERSISTENT, AND INDEPENDENT ACTIVITY ON THE PART OF THE CHILD. (AUTHOR/SDH)

ACCESSION NUMBER: ED097137

PUBLICATION DATE: 25 AUG 74

TITLE: AN ANALYSIS OF CERTAIN SELECTED CAUSES OF POVERTY IN SAN MIGUEL COUNTY.

PERSONAL AUTHOR: KNOWLTON, CLARK S.

DESCRIPTOR: ANGLO AMERICANS; AREA STUDIES; CONFLICT; *CULTURAL BACKGROUND; DEMOGRAPHY; FEDERAL GOVERNMENT; HISTORICAL REVIEWS; *LAND USE; LOCAL ISSUES; *MAJORITY ATTITUDES; *POVERTY RESEARCH; RURAL ECONOMICS; *SPANISH AMERICANS; STATE GOVERNMENT

IDENTIFIER: *NEW MEXICO; SAN MIGUEL COUNTY

DESCRIPTIVE NOTE: 18P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RRUAL SOCIOLOGICAL SOCIETY (MONTREAL, QUEBEC, AUGUST 1974)

SAN MIGUEL COUNTY, ONE OF THE LARGER, OLDER, AND MORE PREDOMINANTLY SPANISH AMERICAN COUNTIES IN NEW MEXICO, IS LOCATED IN THE NORTH CENTRAL SECTION OF THE STATE. MARKED BY VARIED TOPOGRAPHICAL AND CLIMATIC CHARACTERISTICS, THE COUNTY WAS ONCE ONE OF THE MORE PROSPEROUS AND DENSELY POPULATED AREAS OF THE STATE. TODAY IT SUFFERS FROM HIGH RATES OF MALNUTRITION, UNEMPLOYMENT, WELFARE, DISEASE AND INFANT MORTALITY, POVERTY, MALFUNCTIONING SOCIAL SYSTEMS, AND FEW SOURCES OF EMPLOYMENT OTHER THAN FEDERAL, STATE, AND LOCAL GOVERNMENTS. IT IS HYPOTHESIZED THAT A MAJOR CAUSE OF TODAY'S POVERTY AMONG THE SPANISH AMERICANS THERE IS THE IMPOSITION OF ALIEN ANGLO AMERICAN LEGAL, POLITICAL, SOCIAL, AND ECONOMIC SYSTEMS SHORTLY AFTER THE AMERICAN OCCUPATION OF THE SOUTHWEST, SYSTEMS THAT THE RURAL VILLAGE PEOPLE HAVE NOT YET COMPLETELY UNDERSTOOD OR ASSIMILATED. THERE IS A HISTORY OF CONFLICT BETWEEN SPANISH AND ANGLO LAND TENURE SYSTEMS, OF A NEGATIVE IMPACT CAUSED BY IMPOSITION OF ANGLO COUNTY SYSTEMS, AND OF FAILURE OF GOVERNMENT PROGRAMS TO BENEFIT THE SPANISH AMERICANS. THE DOCUMENT EXAMINES THE GEOGRAPHIC ENVIRONMENT, NATURAL RESOURCES, GENETIC BACKGROUNDS, SOCIAL AND ECONOMIC SYSTEMS, LAND GRANTS, TAXES, STATE AND COUNTY GOVERNMENT SYSTEMS, FEDERAL PROGRAMS, AND THE RURAL FARM ECONOMY OF THE AREA. (KM/BRDR)

ACCESSION NUMBER: ED097138

PUBLICATION DATE: 73

TITLE: RESOURCE MATERIALS FOR TEACHING MEXICAN/CHICANO CULTURE: GRADES K-6.

PERSONAL AUTHOR: ACEVES, EDWARD A., COMP.

DESCRIPTOR: ART ACTIVITIES; *CULTURAL BACKGROUND; *CULTURAL EVENTS; *ELEMENTARY GRADES; ENRICHMENT ACTIVITIES; GAMES; HISTORY; *MEXICAN AMERICANS; MEXICANS; *RESOURCE MATERIALS

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 403P.

PREPARED FOR ELEMENTARY TEACHERS BY TEACHERS OF THE SAN DIEGO CITY SCHOOLS AND PARTICIPANTS OF THE SAN DIEGO STATE UNIVERSITY TEACHER CORPS PROGRAM, THIS PUBLICATION PRESENTS BASIC MATERIALS FOR TEACHING THE MEXICAN/CHICANO CULTURE TO PUPILS IN GRADES K-6. ITS PURPOSES ARE TO: (1) FOSTER UNDERSTANDING OF THE CULTURE AND (2) ENGENDER A POSITIVE SELF-IMAGE AND PRIDE OF CULTURAL BACKGROUND WITHIN MEXICAN/CHICANO PUPILS. THE MATERIALS ARE DIVIDED INTO NINE SECTIONS: (1) CALENDAR OF CULTURAL EVENTS; (2) MEXICAN/CHICANO CLASSROOM ACTIVITIES; (3) MEXICAN/CHICANO ARTS AND CRAFTS; (4) MEXICAN DANCES; (5) MEXICAN/CHICANO SONGS; (6) MEXICAN/CHICANO PROVERBS, POEMS, RHYMES, LIMERICKS, TONGUE TWISTERS, AND RIDDLES; (7) MEXICAN/CHICANO GAMES; (8) MEXICAN HOLIDAYS AND CELEBRATIONS; AND (9) HISTORICAL AND CONTEMPORARY MEXICAN/CHICANO PERSONALITIES. MUCH OF THE MATERIAL SHOULD BE UTILIZED AS BACKGROUND INFORMATION BY THE TEACHER. THE ACTIVITIES MAY BE PRESENTED AS SCHOOLWIDE, CLASSROOM, SMALL-GROUP, OR FREE-CHOICE PROJECTS. SOME OF THE MATERIALS ARE PRESENTED IN BOTH ENGLISH AND SPANISH, SOME ONLY IN SPANISH, AND SOME ONLY IN ENGLISH. AN INDEX IS PROVIDED FOR EASY REFERENCE. THIS PUBLICATION IS INTENDED TO BE USED ALONG WITH THE RECORDING "ESTUDIANTINA 'EL CID' DE CALEXICO". (NQ)

AVAILABILITY: OFFICE OF MATERIALS DEVELOPMENT, PROGRAMS DIVISION, SAN DIEGO CITY SCHOOLS, 4100 NORMAL STREET, SAN DIEGO, CALIFORNIA 92103 ($6.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED097146

PUBLICATION DATE: JUN 74

TITLE: OCCUPATIONAL EDUCATION IN TEXAS: AN ETHNIC COMPARISON.

PERSONAL AUTHOR: GUERRA, ROBERTO S.; SCHULMAN, SAM

DESCRIPTOR: *ANGLO AMERICANS; *CAREER EDUCATION; CHANGING ATTITUDES; FUTURES (OF SOCIETY); HIGHER EDUCATION; HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *NEGROES; PROGRAM DESCRIPTIONS; *URBAN YOUTH; VALUES; VOCATIONAL EDUCATION; *YOUTH OPPORTUNITIES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 93P.; FOR RELATED DOCUMENT, SEE ED 075 117 AND RC 008 156

EVALUATION AND DOCUMENTATION OF THE TYPE AND QUALITY OF OCCUPATIONAL TRAINING THAT IS AVAILABLE TO MINORITY HIGH SCHOOL STUDENTS WAS PRESENTED IN THIS STUDY. THE SCHOOL-TO-WORK TRANSITION FOR A TRI-ETHNIC POPULATION (BLACK, ANGLO, AND MEXICAN AMERICAN) WAS COMPARED THREE DIFFERENT WAYS--AMONG ETHNIC GROUPS, WITHIN ETHNIC GROUPS BY VOCATIONAL EDUCATION OR NONVOCATIONAL EDUCATION PROGRAM, AND BY ETHNIC GROUPS AND PROGRAM. STUDENT DATA WERE GATHERED BY A LARGELY CLOSED-ENDED QUESTIONNAIRE. THE GOALS AND OBJECTIVES OF THIS STUDY RELATED TO BLACK VOCATIONAL EDUCATION, TRI-ETHNIC ANALYSIS, VOCATIONAL EDUCATION COMPOSITION AND ENROLLMENT ANALYSIS, AND A THOROUGH DEMOGRAPHIC ANALYSIS. PART 1 DISCUSSED THE FINDINGS OF A PREVIOUS STUDY WHICH WERE RESPONSIBLE FOR THE PRESENT RESEARCH EFFORT PROJECT GOALS, GENERAL METHODOLOGY, DESCRIPTION OF TARGET POPULATION, AND THE ORGANIZATION AND PHASING UTILIZED IN ITS EXECUTION. PART 2 ANALYZED AND COMPARED CHARACTERISTICS, ATTITUDES, ASPIRATIONS, AND PROBLEMS OF 1,600 BLACK, MEXICAN AMERICAN, AND ANGLO STUDENTS IN SIX URBAN TEXAS SCHOOL DISTRICTS WITH LARGE MINORITY STUDENT POPULATIONS. PART 3 SUMMARIZED THE RESULTS AND DISCUSSED SOME OF THE IMPLICATIONS WHICH THIS AND OTHER STUDIES HAVE FOR VOCATIONAL EDUCATION IN TEXAS AND THE ROLE OF OCCUPATIONAL RESEARCH ACTIVITIES. MANY ISSUES CONCERNING VOCATIONAL EDUCATION AND MINORITY YOUTH WERE CLARIFIED IN THIS STUDY; OTHER QUESTIONS WERE RAISED. HOWEVER, THE DATA BASE ESTABLISHED HERE SHOULD ALERT EDUCATORS TO AND INFORM THEM ABOUT THE SPECIAL SENSITIVITY OF TODAY'S HIGH SCHOOL YOUTH. (AH)

ACCESSION NUMBER: ED097147

PUBLICATION DATE: 74

TITLE: A DEMOGRAPHIC PROFILE OF TEXAS AND SELECTED CITIES: SOME RECENT TRENDS, 1950-1970.

PERSONAL AUTHOR: MINDICLA, TATCHO

DESCRIPTOR: *ANGLO AMERICANS; BIRTH RATE; DEMOGRAPHY; *NEGRO POPULATION TRENDS; *POPULATION DISTRIBUTION; *POPULATION GROWTH; RURAL AREAS; *SPANISH SPEAKING; TABLES (DATA); URBAN AREAS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 59P.

POPULATION CHANGES WHICH HAVE OCCURRED WITHIN THE BLACK, ANGLO, AND SPANISH SURNAMED POPULATIONS IN TEXAS FROM 1950 TO 1970 WERE ANALYZED. THIS 20-YEAR TIME SPAN WAS SELECTED BECAUSE OF THE AVAILABILITY OF THE COMPARABLE CENSUS INFORMATION FOR THESE GROUPS. THREE ASPECTS OF POPULATION DYNAMICS EXAMINED WERE: GROWTH, COMPONENTS OF GROWTH, AND DISTRIBUTION. DATA WERE TAKEN FROM SEVERAL U.S. CENSUS REPORTS FOR 1950, 1960, AND 1970. SOME FINDINGS WERE THAT: (1) EACH GROUP EXPERIENCED AN ABSOLUTE INCREASE IN SIZE DURING THIS TIME, WITH THE SPANISH SURNAMED HAVING THE LARGEST INCREASE AND ANGLOS AND BLACKS HAVING THE LEAST; (2) DESPITE THIS INCREASE, THEIR SIZES RELATIVE TO ONE ANOTHER REMAINED VIRTUALLY UNCHANGED; (3) THE ONE SINGLE FACTOR WHICH ACCOUNTED FOR MOST OF THE GROWTH AND THE CHANGES IN GROWTH RATES WAS THE FLUCTUATIONS IN THE NUMBER OF BIRTHS; (4) MIGRATION WAS ALSO AN IMPORTANT FACTOR AFFECTING THE SIZE OF THE SPANISH SURNAMED, BUT WAS OF MINIMAL CONSEQUENCE FOR THE BLACK AND ANGLO POPULATIONS; (5) THROUGHOUT THE 1950'S AND 1960'S, TEXAS' POPULATION WAS CONCENTRATING MORE AND MORE IN METROPOLITAN AREAS, ESPECIALLY IN THE HOUSTON, DALLAS, AND FORT WORTH AREAS; AND (6) THE ANGLO POPULATION INCREASED IN THE AREAS OUTSIDE THE CENTRAL CITIES WHILE THE BLACK AND SPANISH SURNAMED POPULATIONS INCREASED INSIDE THE CENTRAL CITIES. SOME GENERALIZATIONS CONCERNING PRESENT AND PROJECTED POPULATION CHARACTERISTICS ARE ALSO MADE. A PROBLEM ENCOUNTERED IN THIS ANALYSIS WAS THE POSSIBLE UNDERENUMERATION OF THE BLACK AND SPANISH SURNAMED GROUPS. (NQ)

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ACCESSION NUMBER: ED097148

PUBLICATION DATE: 74

TITLE: MANPOWER AND VOCATIONAL EDUCATION IN TEXAS.

PERSONAL AUTHOR: MULLINS, TERRY W.; GUERRA, ROBERTO S.

DESCRIPTOR: ANGLO AMERICANS; ECONOMIC FACTORS; *EDUCATIONAL PROGRAMS; EMPLOYMENT TRENDS; ENROLLMENT; *HIGH SCHOOL STUDENTS; *LABOR SUPPLY; *MANPOWER NEEDS; MEXICAN AMERICANS; NEGROES; OCCUPATIONAL SURVEYS; TABLES (DATA); *VOCATIONAL EDUCATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 86P.

MAJOR EMPHASIS HAS BEEN PLACED ON PREPARING STUDENTS FOR COLLEGE. STUDIES INDICATE THAT MOST OF THE JOB OPENINGS AVAILABLE BETWEEN NOW AND 1980 WILL NOT REQUIRE A COLLEGE EDUCATION: HOWEVER, A LARGE NUMBER OF THEM WILL REQUIRE SPECIALIZED TRAINING. PROGRAMS NEED TO BE INITIATED OR EXPANDED FOR OCCUPATIONS PROMISING SUBSTANTIAL DEMAND AND PROGRAM AREAS WITH DECLINING DEMAND AND LARGE ENROLLMENTS NEED TO BE CURTAILED OR PERHAPS ELIMINATED. SINCE EMERGING ECONOMIC TRENDS HAVE THEIR ROOTS IN THE PAST, AN HISTORICAL PERSPECTIVE IS REQUIRED TO ASSESS THE LABOR FORCE STATUS OF THE THREE MAJOR ETHNIC GROUPS IN TEXAS (MEXICAN AMERICANS. BLACKS, AND ANGLOS). EACH STUDENT'S APTITUDES AND INTERESTS MUST ALSO MATCH THE TRAINING UNDERTAKEN. THIS REPORT EXAMINES: (1) THE OCCUPATIONAL EDUCATION PROGRAMS AVAILABLE TO STUDENTS IN GRADES 9-12 IN 11 TEXAS PUBLIC SCHOOL DISTRICTS; (2) VOCATIONAL EDUCATION ENROLLMENT PATTERNS FOR THE STATE AS A WHOLE AND FOR THESE SCHOOL DISTRICTS; (3) VOCATIONAL ENROLLMENT PATTERNS IN COMPARISON TO THE STATE'S MANPOWER REQUIREMENTS; (4) THE ECONOMY IN TERMS OF INDUSTRY STRUCTURE AND OCCUPATIONAL COMPOSITION; (5) EXPECTED CHANGES IN THE INDUSTRIAL STRUCTURE AND THEIR EFFECT ON OCCUPATIONAL DEMAND; AND (6) IMPLICATIONS OF THE OCCUPATIONAL DEMAND TRENDS IN TERMS OF CURRENT PATTERNS AND EMERGING TRENDS IN HIGH SCHOOL OCCUPATIONAL EDUCATION. THE APPENDIXES CONSIST OF TABULAR DATA BY ETHNIC GROUP FOR VOCATIONAL ENROLLMENT (STATE AND DISTRICT) AND OCCUPATIONAL EMPLOYMENT (STATE AND CITY). (NQ)

ACCESSION NUMBER: ED097149

PUBLICATION DATE: 74

TITLE: OCCUPATIONAL EDUCATION IN TEXAS: SUMMARY AND CONCLUSIONS.

PERSONAL AUTHOR: GUERRA, ROBERTO S.

DESCRIPTOR: *ANGLO AMERICANS; ATTITUDES; *CAREER EDUCATION; COMPARATIVE ANALYSIS; CROSS CULTURAL STUDIES; ETHNIC GROUPS; HIGH SCHOOL STUDENTS; LABOR SUPPLY; MANPOWER NEEDS; *MEXICAN AMERICANS; *NEGROES; OCCUPATIONAL SURVEYS; SOCIOECONOMIC BACKGROUND; URBAN YOUTH; VOCATIONAL EDUCATION; *YOUTH OPPORTUNITIES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 55P.; FOR RELATED DOCUMENTS, SEE ED 075 117 AND RC 008 153

"VOCATIONAL EDUCATION IN TEXAS HIGH SCHOOLS: AN ETHNIC COMPARISON", WAS INITIATED IN MARCH 1973 AND CONTINUED THROUGH THE SUMMER OF 1974 WHEN ALL PROJECT REPORTS WERE COMPLETED; THIS IS A SUMMARY AND CONCLUSION OF THE ENTIRE STUDY. AMONG THE MAJOR GOALS WERE TO: DOCUMENT AND DESCRIBE THE EXPERIENCES AND ASPIRATIONS OF A LARGE SAMPLE OF BLACK HIGH SCHOOL YOUTH AND ASSESS THEIR ATTITUDES TOWARD SCHOOL, WORK, VOCATIONAL EDUCATION, AND OTHER FACTORS; PROFILE A SELECTED SAMPLE OF ANGLO AND MEXICAN AMERICAN STUDENTS IN ORDER TO COMPARE ALL THREE GROUPS IN AN URBAN SETTING; COMPARE VOCATIONAL EDUCATION ENROLLMENT PATTERNS WITH MANPOWER NEEDS IN STATE AND LOCAL AREAS; AND PROVIDE STATE AND LOCAL EDUCATORS WITH PROJECT FINDINGS THROUGH ON-SITE INSERVICE TRAINING WORKSHOPS AND OTHER DISSEMINATION PROCEDURES. THE TOTAL THRUST OF THE STUDY WAS TO IMPROVE OCCUPATIONAL TRAINING OPPORTUNITIES AND CAREER DEVELOPMENT OF ALL HIGH SCHOOL STUDENTS IN THE STATE OF TEXAS. ONE IMPORTANT ASPECT WAS TO MAKE RECOMMENDATIONS TO THE FUNDING AGENCY AND SELECTED SCHOOL DISTRICTS CONCERNING PROGRAM DEVELOPMENT. OTHER RECOMMENDATIONS, BASED ON THE NEEDS EXPRESSED BY THE RESPONDENTS (MOSTLY LOW INCOME) TO THE EIGHT QUESTIONNAIRES AND INTERVIEWS INCLUDED: BETTER COORDINATION BETWEEN VOCATIONAL EDUCATION PROGRAMS AND LABOR MARKET DEMANDS, IMPROVED GUIDANCE PROGRAMS, AND UTILIZATION AND IMPLEMENTATION OF MAJOR RECOMMENDATIONS MADE AS A RESULT OF THESE FINDINGS. (AH)

ACCESSION NUMBER: ED097153

PUBLICATION DATE: 73

TITLE: POLITICAL SOCIALIZATION OF CHICANO CHILDREN. A COMPARATIVE STUDY WITH ANGLOS IN CALIFORNIA SCHOOLS.

PERSONAL AUTHOR: GARCIA, F. CHRIS

DESCRIPTOR: AFFECTIVE BEHAVIOR; *ANGLO AMERICANS; COGNITIVE DEVELOPMENT; *CROSS CULTURAL STUDIES; ELEMENTARY SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION; POWER STRUCTURE; SOCIAL CLASS; STUDENT ATTITUDES

IDENTIFIER: *CALIFORNIA; CHICANOS

DESCRIPTIVE NOTE: 255P.

DURING SPRING 1970 AND JANUARY 1971, OVER 1,500 QUESTIONNAIRES WERE DISTRIBUTED IN EIGHT CALIFORNIA PUBLIC SCHOOLS TO DELINEATE THE COGNITIVE AND AFFECTIVE ORIENTATIONS OF MEXICAN AMERICAN AND ANGLO CHILDREN TO THE THREE MAJOR COMPONENTS OF THE AMERICAN POLITICAL SYSTEM: THE POLITICAL COMMUNITY, THE REGIME, AND THE POLITICAL AUTHORITIES. THE SCHOOLS WERE LOCATED IN TWO GEOGRAPHIC AREAS--THE CENTRAL VALLEY OF CALIFORNIA AND EAST LOS ANGELES COUNTY--WHICH WERE CONSIDERED POLITICALLY SIGNIFICANT TO RECENT MEXICAN AMERICAN POLITICAL ACTIVITIES. THE RESPONSES OF 683 CHICANO AND 544 ANGLO CHILDREN WERE TABULATED. SINCE A QUASI-LONGITUDINAL RESEARCH DESIGN WAS USED, STUDENTS IN GRADES 3, 5, 7, AND 9 WERE GIVEN THE SAME QUESTIONNAIRE. THE USE OF IDIOMATIC SPANISH-LANGUAGE QUESTIONNAIRES ADMINISTERED BY LOCAL SPANISH SPEAKING COLLEGE STUDENTS EXPERIENCED IN WORKING WITH SCHOOL-AGE MEXICAN AMERICAN CHILDREN MINIMIZED CULTURAL DIFFERENCES. AMONG THE FINDINGS (ALL OF WHICH WERE INFLUENCED BY SOCIAL CLASS) WERE: (1) ALTHOUGH BOTH COGNITION OF AND AFFECTION FOR THE AMERICAN POLITICAL COMMUNITY BY CHICANO CHILDREN WERE BELOW THOSE OF ANGLO CHILDREN, NO SIGNIFICANT DIFFERENCES EXISTED; (2) ALTHOUGH CHICANO CHILDREN WERE SOCIALIZED TO SUPPORT SYSTEM NORMS AT A VERY EARLY AGE, POLITICAL DISTRUST INCREASED WITH MATURITY; AND (3) IDEALIZATION OF POLITICAL AUTHORITIES INITIALLY WAS QUITE HIGH, BUT COMPARED TO ANGLO FEELINGS A TREMENDOUS CHANGE OCCURRED AS MEXICAN AMERICAN YOUTH MATURED. (NQ)

AVAILABILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, NEW YORK 10003 ($16.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED097157

PUBLICATION DATE: APR 74

TITLE: MODELS OF BILINGUAL EDUCATION, GRADES K-3, FOR A PLANNED VARIATION STUDY.

PERSONAL AUTHOR: BERNAL, ERNEST M., JR.

DESCRIPTOR: *BILINGUAL EDUCATION; *EARLY CHILDHOOD EDUCATION; *EDUCATIONAL THEORIES; *EVALUATION CRITERIA; FEASIBILITY STUDIES; LEARNING THEORIES; *MODELS; PRIMARY GRADES; RESEARCH METHODOLOGY; SECOND LANGUAGE LEARNING; SPANISH SPEAKING

DESCRIPTIVE NOTE: 54P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

THE OFFICE OF ECONOMIC OPPORTUNITY (OEO) AND, MOST RECENTLY, THE NATIONAL INSTITUTE OF EDUCATION (NIE) HAVE BEEN INVOLVED IN CONTEMPLATING A NATIONAL PLANNED VARIATION STUDY OF BILINGUAL EDUCATION. IN ORDER TO DETERMINE THE FEASIBILITY OF SUCH A MASSIVE STUDY, SEVERAL APPROACHES TO BILINGUAL EDUCATION, WITH EMPHASIS ON BICULTURAL AS WELL AS BILINGUAL CONSIDERATIONS, WERE DEVELOPED. NEXT, USABLE MODELS WERE EXTRACTED AND CAST INTO A PLANNED VARIATION EXPERIMENTAL DESIGN. IT WAS SPECIFIED THAT THESE MODELS REPRESENT A THEORETICAL OR METHODOLOGICAL BASE, EMBODY AN OBSERVABLY DISTINCT APPROACH TO EDUCATION, BE OPERATIONAL LONG ENOUGH TO MAKE A DIFFERENCE IN THE CHILDREN'S ACADEMIC COMPETENCIES (IN THIS CASE K-3), AND HAVE REASONABLE POSSIBILITIES OF ACCEPTANCE BY THE PROFESSIONAL AND ETHNIC COMMUNITIES HAVING TO IMPLEMENT AND SUPPORT THEM. THE FOUR MODELS DELINEATED SHARED THE FOLLOWING CHARACTERISTICS: (1) AFFECTIVE, ACADEMIC, AND LINGUISTIC OBJECTIVES ON WHICH TO BASE LESSON SEQUENCES AND CONTENT, STUDENT PLACEMENT, AND PROGRESS; (2) GROWTH IN BOTH ENGLISH AND SPANISH LANGUAGE PROFICIENCY; (3) PROVISION FOR STAFF TRAINING, CLASSROOM MATERIALS, AND COMMUNITY PARTICIPATION AT EACH SITE; (4) SPECIFIC STRATEGIES RELATING TO AWARENESS OF AND RESPECT FOR THE CULTURAL, LINGUISTIC, AND SOCIAL VARIABLES OF THE INSTALLATION SITE; AND (5) SPECIFIC METHODS FOR ASSESSING THESE STRATEGIES AND OBJECTIVES AND FOR MONITORING THE INSTALLATION AND ITS EFFECTS ON THE POPULATION. THE MODELS ARE: THE BEHAVIORIST MODEL, THE IMMERSION MODEL, AN ECLECTIC MODEL, AND A CHILD-CENTERED MODEL. (NQ)

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ACCESSION NUMBER: ED097162

PUBLICATION DATE: MAR 74

TITLE: SAN LUIS VALLEY BOARD OF COOPERATIVE SERVICES BILINGUAL-BICULTURAL PROGRAM. CURRICULUM: KINDERGARTEN THROUGH THIRD GRADE.

DESCRIPTOR: *BILINGUAL EDUCATION; CONCEPT FORMATION; CULTURAL AWARENESS; *CURRICULUM GUIDES; *EARLY CHILDHOOD EDUCATION; KINDERGARTEN; *LANGUAGE SKILLS; PRIMARY GRADES; PSYCHOMOTOR SKILLS; READING SKILLS; RESOURCE UNITS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; *UNITS OF STUDY (SUBJECT FIELDS)

IDENTIFIER: COLORADO; ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *SAN LUIS VALLEY BILINGUAL BICULTURAL PROGRAM

DESCRIPTIVE NOTE: 400P.

FOR THE CHILDREN IN THE SAN LUIS VALLEY (COLORADO), BILINGUAL EDUCATION HAS PROVIDED A SUCCESSFUL ATMOSPHERE FOR BOTH THE MONOLINGUAL ENGLISH SPEAKERS AND THE NON-ENGLISH SPEAKERS. THEY TEACH EACH OTHER, LEARN ABOUT EACH OTHER'S CULTURE, AND APPRECIATE AND UNDERSTAND OTHERS BETTER. THIS CURRICULUM GUIDE, FUNDED BY TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, WAS PREPARED FOR USE IN GRADES K-3 OF THE SAN LUIS VALLEY BILINGUAL-BICULTURAL PROGRAM. THE UNITS COVER THE SUBJECTS OF COLORS, SHAPES, READING, BODY AND SELF, FAMILY, CLOTHING, THE COMMUNITY, CULTURE, COUNTING NUMBERS, SEASONS AND HOLIDAYS, THE CALENDAR AND TEMPERATURE, DOMESTIC AND WILD ANIMALS, PLANTS AND NURSERY MANAGEMENT, TIME AND MONEY, TRANSPORTATION, SIMPLE MACHINES, AND SPACE. GIVEN FOR EACH SUBJECT ARE THE EDUCATIONAL AND BEHAVIORAL OBJECTIVES AND SUGGESTED RELATED ACTIVITIES, MATERIALS, RESOURCES, AND EVALUATION TECHNIQUES. SOME OF THE LESSONS ARE FOR SPANISH INSTRUCTION. (NQ)

ACCESSION NUMBER: ED097167

PUBLICATION DATE: MAY 74

TITLE: BILINGUAL/BICULTURAL EDUCATION--A PRIVILEGE OR A RIGHT? EDUCATION BILINGUE/BICULTURAL--UN PRIVILEGIO O UN DERECHO?

PERSONAL AUTHOR: STEINER, FRANK, COMP.; AND OTHERS

DESCRIPTOR: *ADVISORY COMMITTEES; BICULTURALISM; *BILINGUAL EDUCATION; *EDUCATIONAL ASSESSMENT; EDUCATIONAL LEGISLATION; ENROLLMENT; MANPOWER DEVELOPMENT; MEXICAN AMERICANS; PUERTO RICANS; *SPANISH SPEAKING; STATE FEDERAL AID; *URBAN YOUTH

IDENTIFIER: CHICAGO; *ILLINOIS

DESCRIPTIVE NOTE: 124P.

PREPARED BY THE ILLINOIS STATE ADVISORY COMMITTEE FOR SUBMISSION TO THE U.S. COMMISSION ON CIVIL RIGHTS, THIS REPORT FOCUSED ON THE GROWING CONCERN AMONG LATINO PARENTS, STUDENTS, AND COMMUNITY LEADERS OVER ALLEGED VIOLATIONS OF LATINO STUDENTS' RIGHTS TO AN EDUCATION IN CHICAGO, THE ONLY CITY IN THE UNITED STATES WITH A LARGE POPULATION OF BOTH MEXICAN AMERICANS AND PUERTO RICANS. TWO GENERAL ASSUMPTIONS CONTRIBUTED TO THE FOCUS ON EDUCATION: (1) THE TOTAL DEVELOPMENT OF THE LATINO COMMUNITY DEPENDS ON THE KIND OF EDUCATIONAL OPPORTUNITIES AVAILABLE; AND (2) MORE LATINOS ARE DIRECTLY AFFECTED BY THE EDUCATIONAL SYSTEM THAN BY ANY OTHER PUBLIC INSTITUTION SINCE 75 PERCENT OF LATINO FAMILIES HAVE CHILDREN. INFORMATION WAS GATHERED FROM A VARIETY OF SOURCES. TOPICS COVERED INCLUDED ENROLLMENT, TEACHERS, ADMINISTRATORS, EDUCATIONAL POLICY AND PRACTICE, FUNDING AND THE LAW, AND THE NEED FOR INSTITUTIONAL CHANGE. SOME FINDINGS WERE: (1) A PLURALISTIC EDUCATION PROGRAM DOES NOT YET EXIST IN CHICAGO'S PUBLIC SCHOOLS, THUS RESULTING IN THE SYSTEMATIC DENIAL OF THESE STUDENTS' RIGHTS TO AN EDUCATION; (2) THE ALIENATION OF STUDENTS, PARENTS, AND LATINO COMMUNITY LEADERS FROM EDUCATIONAL INSTITUTIONS IS INCREASING; AND (3) CULTURAL AND LINGUISTIC BIAS IN TESTING AND PLACEMENT UNDERESTIMATES LATINO STUDENTS' ABILITIES. (NQ)

ACCESSION NUMBER: ED097169

PUBLICATION DATE: 74

TITLE: THE MEXICAN-AMERICAN CHILD EVALUATION REPORT, 1973-74.

PERSONAL AUTHOR: LOPEZ, RODOLFO, S.; PIPER, RICHARD

DESCRIPTOR: *CULTURAL AWARENESS; CURRICULUM; *INSERVICE COURSES; LITERATURE; MATERIAL DEVELOPMENT; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; SCHOOL POLICY; TEACHER EDUCATION

IDENTIFIER: CHICANOS; HISPANIC URBAN CENTER INSERVICE PROGRAM

DESCRIPTIVE NOTE: 73P.

THE HISPANIC URBAN CENTER IN-SERVICE PROGRAM WAS A 15-WEEK COURSE OF STUDY DESIGNED TO PROVIDE TEACHERS, EDUCATIONAL SPECIALISTS, AND ADMINISTRATORS WITH A VIEW INTO THE CONDITIONS AND SOCIAL PRESSURES FACING THE MEXICAN AMERICAN CHILD IN THIS SOCIETY. THE ULTIMATE OBJECTIVE WAS TO CHANGE ATTITUDES AND BEHAVIOR TOWARD MEXICAN AMERICANS BY USING THREE BASIC STRANDS (HISTORY, EDUCATION, AND LITERATURE) TO BRING PARTICIPANTS INTO CONTACT WITH THE HISTORY, CULTURE, AND CURRENT THOUGHTS OF CHICANOS. THE COURSE WAS VOLUNTARY AND COULD BE TAKEN FOR COLLEGE CREDIT OR SALARY POINTS. COURSE OUTCOMES RANGING OVER BELIEFS, EFFECTS, KNOWLEDGE, AND BEHAVIOR WERE EVALUATED BY THE PARTICIPANTS, BY TEACHERS NOT PARTICIPATING IN THE PROGRAM, AND BY CHICANOS IN A SEPARATE TEACHER TRAINING PROGRAM. EVALUATION INSTRUMENTS WERE THE CHICANO AWARENESS SCALE (CAS), 19-ITEM LIKERT SCALE, AN OBJECTIVE CONTENT-BASED TEST, AND A SIMULATION INSTRUMENT (THE IN-BASKET FOR TEACHERS OF CHICANOS). THE CAS WAS GIVEN ON A PRE- AND POSTTEST BASIS. RESULTS WERE SEPARATED INTO: (1) A DESCRIPTION OF RESULTS ON THE CAS BY SEX, AGE, GRADE, SPANISH LANGUAGE FLUENCY, AND ETHNICITY; (2) BETWEEN-GROUP COMPARISONS AS WELL AS PRE-POST PARTICIPANT GROUP COMPARISONS; AND (3) ACCOMPLISHMENTS IN THE AREA OF MATERIALS DEVELOPMENT. THE RECOMMENDATIONS, BASED ON THE DATA ANALYSIS, WERE GIVEN FOR THREE CATEGORIES: (1) PROFESSIONAL STANDARDS, (2) SCHOOL POLICY, AND (3) CURRICULUM. (NQ)

ACCESSION NUMBER: ED097177

PUBLICATION DATE: JAN 74

TITLE: QUALITY EDUCATIONAL SERVICES TO MICHIGAN'S SPANISH SPEAKING COMMUNITY. REPORT BY THE LA RAZA CITIZENS ADVISORY COMMITTEE TO THE MICHIGAN STATE BOARD OF EDUCATION.

PERSONAL AUTHOR: FALCON, CARLOS; AND OTHERS

DESCRIPTOR: ADVISORY COMMITTEES; *BILINGUAL EDUCATION; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL QUALITY; FINANCIAL SUPPORT; HIGHER EDUCATION; INSTRUCTIONAL MATERIALS; *MIGRANT EDUCATION; SENSITIVITY TRAINING; *SPANISH SPEAKING; TESTING

IDENTIFIER: *MICHIGAN

DESCRIPTIVE NOTE: 38P.

LA RAZA ADVISORY COMMITTEE, CREATED IN SEPTEMBER 1971, WAS TO RECOMMEND TO THE STATE BOARD OF EDUCATION THE MEANS BY WHICH THE QUALITY OF EDUCATIONAL SERVICES TO MICHIGAN'S SPANISH SPEAKING COMMUNITY COULD BE IMPROVED. A PROBLEM WAS ENCOUNTERED IN OBTAINING THE NECESSARY DATA TO EVALUATE THE CURRENT SERVICES OFFERED THE SPANISH SPEAKING COMMUNITY. THE MAJOR EDUCATIONAL PROBLEMS IDENTIFIED BY THE COMMITTEE AS FACING THE MORE THAN 31,000 SPANISH SPEAKING STUDENTS IN MICHIGAN WERE: (1) TOO FEW BILINGUAL-BICULTURAL STAFF AT ALL EDUCATIONAL LEVELS; (2) TOO FEW RELEVANT CURRICULUM, TEXTBOOKS, TEACHER TRAINING, AND INSTRUCTIONAL MATERIALS; (3) RELATIVELY LITTLE COMMITMENT BY LOCAL SCHOOL DISTRICTS IN ACCEPTING THE FINANCIAL RESPONSIBILITY FOR BILINGUAL EDUCATION PROGRAMS; (4) LACK OF RESPONSE BY THE SCHOOL DISTRICTS TO THE NEEDS OF THE MIGRANT CHILD; (5) DISPROPORTIONATE FINANCIAL ASSISTANCE FOR THESE STUDENTS IN HIGHER EDUCATION; AND (6) INADEQUATE TESTING INSTRUMENTS, TRACKING SYSTEMS, AND ACADEMIC COUNSELING. AMONG THE COMMITTEE'S RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION WERE: (1) MANDATE THAT COLLEGES AND UNIVERSITIES ESTABLISH A CURRICULUM LEADING TO A DEGREE AND TEACHER CERTIFICATION IN BILINGUAL EDUCATION; (2) CONTINUE LA RAZA ADVISORY COMMITTEE TO ADVISE THE STATE DEPARTMENT OF EDUCATION; AND (3) INVESTIGATE THE EXTENT TESTING INSTRUMENTS CONTRIBUTE TO THE "TRACKING" OF THESE STUDENTS INTO SPECIAL EDUCATION AND OTHER COMPENSATORY PROGRAMS. (NQ)

ACCESSION NUMBER: ED097181

PUBLICATION DATE: JUN 73

TITLE: POPULATION PROFILES, VOL 2: 1970 DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE POPULATIONS OF WASHINGTON STATE SCHOOL DISTRICTS WITH OVER 400 STUDENTS.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CENSUS FIGURES; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; NEGROES; SCHOOL DISTRICTS; *SOCIOECONOMIC BACKGROUND; SPANISH SPEAKING; STATE DEPARTMENTS OF EDUCATION; STATISTICAL DATA; *TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 197P.

DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS OF POPULATIONS RESIDENT IN THE 200 LARGER SCHOOL DISTRICTS IN THE STATE OF WASHINGTON ARE DELINEATED IN THIS SECOND IN A SERIES OF THREE REPORTS. THIS REPORT IS DESIGNED TO FURNISH DETAILED DEMOGRAPHIC ASPECTS OF SUCH DATA FOR THE STATE EDUCATIONAL PROGRAMS. TO IMPLEMENT THIS OBJECTIVE, TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS HAVE BEEN PORTRAYED FOR EACH OF WASHINGTON'S 200 LARGEST SCHOOL DISTRICTS, AS WELL AS FOR THE STATE AS A WHOLE. PARTICULAR EMPHASIS HAS BEEN PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC AND SOCIOECONOMIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS, AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. THE MAJORITY OF THE DOCUMENT IS COMPRISED OF TABULAR DATA AND CHARTS. (AUTHOR/AH)

ACCESSION NUMBER: ED097182

PUBLICATION DATE: SEP 73

TITLE: POPULATION PROFILES, VOL. 3: 1970 DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE POPULATIONS OF WASHINGTON STATE SCHOOL DISTRICTS WITH LESS THAN 400 STUDENTS.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; CENSUS FIGURES; DEFINITIONS; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; NEGROES; POPULATION TRENDS; *SCHOOL DISTRICTS; *SMALL SCHOOLS; *SOCIOECONOMIC BACKGROUND; SPANISH SPEAKING; STATE DEPARTMENTS OF EDUCATION; STATISTICAL DATA; TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 145P.

"POPULATION PROFILES, VOL. 3" CONTAINS MODIFICATIONS WHICH WERE MADE IN ORDER TO UPDATE THE SECOND VOLUME IN THIS TRILOGY. ADJUSTMENTS WERE ALSO MADE WHEN RESEARCH REVEALED MAJOR 1970 CENSUS REPORT INACCURACIES. DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS OF THE POPULATIONS RESIDENT IN 114 SMALLER SCHOOL DISTRICTS IN WASHINGTON STATE ARE PRESENTED. DEMOGRAPHIC DATA FOR REFERENCE USE IN EDUCATIONAL PROGRAMS IN THE STATE ARE DETAILED. TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS ARE GIVEN FOR EACH OF 114 SMALLER SCHOOL DISTRICTS, AS WELL AS THE STATE AS A WHOLE. PARTICULAR EMPHASIS IS PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC AND SOCIOECONOMIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS, AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. THE MAJORITY OF THE DOCUMENT IS COMPRISED OF STATISTICAL TABLES AND CHARTS. (AUTHOR/AH)

ACCESSION NUMBER: ED097184

PUBLICATION DATE: JUL 74

TITLE: POPULATION PROFILES, VOL. 5: DEMOGRAPHIC AND SOCIOECONOMIC PROFILES OF THE AMERICAN INDIAN, BLACK, CHINESE, FILIPINO, JAPANESE, SPANISH HERITAGE, AND WHITE POPULATIONS OF WASHINGTON STATE IN 1970.

PERSONAL AUTHOR: SHEPHERD, GEORGE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CENSUS FIGURES; CHINESE AMERICANS; *DEMOGRAPHY; *EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; FILIPINO AMERICANS; JAPANESE AMERICANS; *MINORITY GROUPS; NEGROES; SOCIOECONOMIC BACKGROUND; SPANISH AMERICANS; STATISTICAL DATA; *TABLES (DATA)

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 98P.

THIS REPORT IS DESIGNED TO FURNISH DETAILED DEMOGRAPHIC AND SOCIOECONOMIC DATA FOR AMERICAN INDIAN, BLACK, CHINESE, FILIPINO, JAPANESE, SPANISH HERITAGE, AND WHITE POPULATIONS OF WASHINGTON STATE FOR REFERENCE USE IN STATE EDUCATIONAL PROGRAMS. TABULAR DEMOGRAPHIC AND SOCIOECONOMIC DATA FROM THE 1970 U.S. CENSUS ARE PORTRAYED FOR EACH OF THE SIX RACIAL AND THE SPANISH HERITAGE ETHNIC GROUPS OF THE STATE, BOTH OVERALL AND IN SELECTED AREAS THROUGHOUT THE STATE. EMPHASIS HAS BEEN PLACED ON NEEDS ASSESSMENT DATA REQUIRED BY THE URBAN, RACIAL, AND RURAL DISADVANTAGED PROGRAMS OF THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE DEMOGRAPHIC PROFILES ARE ALSO DESIGNED TO BE OF VALUE IN ADMINISTERING OTHER CATEGORICAL AID PROGRAMS AS WELL AS A WIDE VARIETY OF EDUCATIONAL AND CURRICULAR PROGRAMS. INITIAL TABLES PLACE THE KEY CHARACTERISTICS OF THE STATE POPULATIONS IN FOCUS IN TERMS OF THE KEY CHARACTERISTICS OF THE UNITED STATES AND THE WEST REGION. COMPARISONS ARE MADE IN TABULAR, GRAPHICAL, AND TEXTUAL FORM. KEY CHARACTERISTIC TABLES COMPARE THE TOTAL, RACIAL, AND URBAN POPULATIONS OF WASHINGTON STATE AND THE UNITED STATES. (AUTHOR/AH)

ACCESSION NUMBER: ED097187

PUBLICATION DATE: OCT 74

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 4.

DESCRIPTOR: *ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *CITATION INDEXES; EDUCATIONAL NEEDS; *MEXICAN AMERICANS; *PERIODICALS; SPANISH AMERICANS; SPANISH CULTURE; SPANISH SPEAKING; SUBJECT INDEX TERMS

DESCRIPTIVE NOTE: 166P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. FOR RELATED DOCUMENTS, SEE ED 082 881

A SUPPLEMENT TO FOUR PREVIOUS BIBLIOGRAPHIES DESIGNED TO PROVIDE CUMULATIVE COVERAGE OF MEXICAN AMERICAN EDUCATION, THIS BIBLIOGRAPHY CITES MATERIALS CURRENTLY AVAILABLE THROUGH "RESEARCH IN EDUCATION" (RIE) AND "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE). APPROXIMATELY 258 CITATIONS AND ABSTRACTS FROM RIE (DATING FROM 1966 TO 1974) AND 272 JOURNAL ARTICLES FROM CIJE (DATING FROM 1971 TO 1974) ARE LISTED. RIE AND CIJE SUBJECT INDEXES AND ORDERING INFORMATION CONCLUDE THE DOCUMENT. (AH)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BLVD., AUSTIN, TEXAS 78702 (STOCK NO. EC-020; $7.00)

HARD COPY NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED097373

PUBLICATION DATE: MAR 73

TITLE: THE SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH-SPEAKING CHILDREN: 1971-1972 TRYOUT. TECHNICAL REPORT NO. 46.

PERSONAL AUTHOR: MOLINA, HUBERTO

DESCRIPTOR: ATTENDANCE; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); FORMATIVE EVALUATION; *PROGRAM EVALUATION; *SPANISH SPEAKING; *STUDENT EVALUATION; TEST CONSTRUCTION; *TEST RESULTS

DESCRIPTIVE NOTE: 18P.

THE SOUTHWEST REGIONAL LABORATORY ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH SPEAKING CHILDREN (LCS) IS DESIGNED TO HELP SPANISH SPEAKING CHILDREN PRODUCE AND COMPREHEND ENGLISH LANGUAGE SKILLS REQUIRED IN EARLY ELEMENTARY GRADES. THE TRYOUT EXERCISED, UNDER STANDARD SCHOOL CONDITIONS, THE MATERIALS AND PROCEDURES OF THE LCS INSTRUCTIONAL SYSTEM AND OF THE ACCOMPANYING TEACHER TRAINING SYSTEM. PUPIL TEST RESULTS, TEACHER COMMENTS, AND PUPIL ATTENDANCE RECORDS WERE USED TO MEASURE SYSTEM EFFECTIVENESS. THE REPORT INCLUDES A DESCRIPTION OF THE TRYOUT SCOPE AND THE PROCEDURES USED FOR TEACHER TRAINING, THE MEASURES OF THE ASSESSMENT, AND ENTRY AND END OF PROGRAM TEST PATTERN TYPES AND SAMPLING DATA. AN ANALYSIS OF THE PROGRAM SHOWS THAT ALL CLASSES ATTAINED A HIGH LEVEL OF PROFICIENCY ON THE END-OF-PROGRAM TEST. THE REPORT CONCLUDES BY TRACKING STUDENT PROGRESS THROUGH THE PROGRAM. (SE)

ACCESSION NUMBER: ED097384

PUBLICATION DATE: 74

TITLE: THE SOCIAL REALITY OF ETHNIC AMERICA.

PERSONAL AUTHOR: GOMEZ, RUDOLPH, ED.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; CIVIL RIGHTS; *ETHNIC RELATIONS; GROUP STATUS; JAPANESE AMERICANS; LAW ENFORCEMENT; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; RACIAL DISCRIMINATION; SOCIAL CHANGE; *SOCIAL DISCRIMINATION; *SOCIAL FACTORS; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 412P.

THE CONTENTS OF THIS COMPENDIUM ARE ORGANIZED IN FOUR PARTS, AS FOLLOWS: PART 1, "BLACKS IN TRANSITION: AN OVERVIEW OF AFRO-AMERICANS," INCLUDES: "INTRODUCTION," CLEMENT COTTINGHAM, JR.; "THE NEW NEGRO," NATHAN I. HUGGINS; "POLITICAL CHANGE IN THE NEGRO GHETTO, 1900-1940'S," MARTIN KILSON; "MINORITY GROUP PSYCHOLOGY: IMPLICATIONS FOR SOCIAL ACTION," ALVIN F. POUSSAINT; "THE MYTH OF COALITION," STOKELY CARMICHAEL AND CHARLES V. HARRINGTON; AND OTHER ESSAYS. PART 2, "INTRODUCTION TO THE AMERICAN INDIANS," INCLUDES: "INTRODUCTION," KATHLEEN O'BRIEN JACKSON; "HISTORY OF THE SAN FELIPE PUEBLO PEOPLE," GOVERNOR SANCHEZ; "ECONOMIC DEVELOPMENT OF THE AMERICAN INDIAN AND HIS LANDS," NATIONAL CONGRESS OF AMERICAN INDIANS; "FEDERAL ENCROACHMENT OF INDIAN WATER RGHTS AND THE IMPAIRMENT OF RESERVATION DEVELOPMENT," WILLIAM H. VEEDER; AND OTHER ESSAYS. PART 3, "JAPANESE AMERICANS: THE 'MODEL MINORITY' IN PERSPECTIVE," INCLUDES: "INTRODUCTION," RUSSELL ENDO; "THE JAPANESE-AMERICAN EXPERIENCE: 1890-1940," ROGER DANIELS; "THE GREAT BETRAYAL," AUDRIE GIRDNER AND ANNE LOFTIS; "SIX TIMES DOWN, SEVEN TIMES UP," WILLIAM PETERSON; AND OTHER ESSAYS. PART 4, "MEXICAN AMERICANS: FROM INTERNAL COLONIALISM TO THE CHICANO MOVEMENT," INCLUDES: "INTRODUCTION," RUDOLPH GOMEZ; "THE RIGHT TO EQUAL OPPORTUNITY," LAWRENCE B. GLICK; "PERSPECTIVE ON POLITICS," ALFREDO CUELLAR; "COLONIALISM: THE CASE OF THE MEXICAN AMERICANS," JOAN W. MOORE; AND OTHER ESSAYS. (JM)

AVAILABILITY: D.C. HEATH AND CO., 125 SPRING STREET, LEXINGTON, MASSACHUSETTS 02173 ($5.95, PAPER)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED097806

TITLE: TEACHING SPANISH TO THE SPANISH-SPEAKING: CLASSROOM STRATEGIES.

PERSONAL AUTHOR: FALLIS, GUADALUPE VALDES

DESCRIPTOR: *LANGUAGE INSTRUCTION; LANGUAGE PATTERNS; MEXICAN AMERICANS; *NATIVE SPEAKERS; READING INSTRUCTION; *REGIONAL DIALECTS; *SPANISH; *SPANISH SPEAKING; SPEECH HABITS; TEACHER ATTITUDES; TEACHING TECHNIQUES; WRITING SKILLS

DESCRIPTIVE NOTE: 13P.

STUDENTS OF SPANISH IN THE UNITED STATES WHO ARE NATIVE SPEAKERS OF SPANISH NEED COURSES DESIGNED TO MEET THEIR SPECIAL LINGUISTIC NEEDS. THE TENDENCY HAS BEEN FOR TEACHERS TO PLACE NEGATIVE VALUE JUDGMENTS ON THE SPANISH DIALECTS SPOKEN BY MEXICAN-AMERICANS. INSTEAD, COURSES SHOULD BE BASED ON THE AREAS IN WHICH THE NATIVE SPANISH SPEAKER NEEDS INSTRUCTION IN HIS OWN DIALECT. THE CLASSROOM STRATEGIES DESCRIBED HERE HAVE BEEN FOUND EFFECTIVE AND CAN BE USED DURING ONE SEMESTER. THE SPANISH-SPEAKING STUDENT CONSISTENTLY SPEAKS MORE THAN HE WRITES, AND CONSEQUENTLY WRITES AS HE SPEAKS. IN ORDER TO COMPENSATE FOR SPOKEN DIALECT IRREGULARITIES, HE NEEDS TO LEARN SPELLING RULES. MANY SPELLING IRREGULARITIES CAN BE CORRECTED, TO A LARGE EXTENT, BY TEACHING SPANISH SOUND AND SYMBOL CORRESPONDENCES. BY USING A CHART LISTING SPANISH PHONEMES, AND THE MOST COMMON MISTAKES MADE BY THE SPANISH-SPEAKING STUDENT WHO ALREADY READS AND WRITES ENGLISH, THE STUDENT IS INTRODUCED TO SPANISH CONSONANTS, VOWELS, AND VOWEL DIPHTHONGS WITH THE CORRESPONDING ORTHOGRAPHIC SYMBOLS. STUDENTS ALSO MUST BE GIVEN A COMPLETE EXPLANATION OF STRESS IN SPANISH. IN TEACHING READING, THE OBJECTIVES MUST BE THAT THE STUDENT ACQUIRE: (1) EASE AND CONFIDENCE IN HIS ABILITY TO READ SPANISH AND (2) COMPREHENSION CLOSELY APPROXIMATING HIS COMPREHENSION IN ENGLISH. EMPHASIS SHOULD BE GIVEN IN READING TO UNDERSTANDING MEANING IN CONTEXT WITHOUT ENGLISH TRANSLATION. (LG)

ACCESSION NUMBER: ED097940

TITLE: COMPLETION AND PERFORMANCE OF ETHNIC GROUPS IN THE ENGLISH DEPARTMENT AT SOUTHWESTERN COLLEGE AS COMPARED WITH ALL OTHER DEPARTMENTS, FALL 1973 AND SPRING 1974.

PERSONAL AUTHOR: MACDOUGALL, ALLAN

DESCRIPTOR: ACADEMIC ACHIEVEMENT; COLLEGE STUDENTS; *COMMUNITY COLLEGES; COMPARATIVE ANALYSIS; *DROPOUT RESEARCH; *ENGLISH EDUCATION; *ETHNIC GROUPS; GRADES (SCHOLASTIC); *MEXICAN AMERICANS; POST SECONDARY EDUCATION; TABLES (DATA); TECHNICAL REPORTS

IDENTIFIER: CALIFORNIA; *SOUTHWESTERN COLLEGE

DESCRIPTIVE NOTE: 16P.

TABULATIONS ARE PROVIDED OF THE RESULTS OF STUDIES CARRIED OUT IN THE FALL OF 1973 AND SPRING OF 1974 COMPARING THE ENGLISH GRADES OF DAY AND EVENING STUDENTS OF THE VARIOUS ETHNIC GROUPS WITH THOSE IN ALL DEPARTMENTS OF SOUTHWESTERN COLLEGE. BOTH STUDIES SHOWED THAT: (1) MEXICAN/AMERICANS ATTEMPT A SIGNIFICANTLY GREATER PROPORTION OF ENGLISH CLASSES THAN DO ANGLOS; (2) MEXICAN/AMERICANS HAVE A SIGNIFICANTLY LOWER LEVEL OF PERFORMANCE IN THE ENGLISH CLASSES AS COMPARED WITH THE OVERALL PERFORMANCE OF MEXICAN/AMERICANS IN OTHER CLASSES; AND (3) ANGLO STUDENTS HAVE A SIGNIFICANTLY HIGHER LEVEL OF PERFORMANCE IN ENGLISH CLASSES THAN MEXICAN/AMERICANS. CHANGES NOTED IN THE SPRING 1974 STUDY WERE THAT WHEREAS THE FALL 1973 STUDY SHOWED NO SIGNIFICANT DIFFERENCES IN THE WITHDRAWAL RATES OF MEXICAN/AMERICANS FROM ENGLISH CLASSES AS COMPARED WITH ANGLOS AND WITH MEXICAN/AMERICANS IN OTHER CLASSES, IN THE LATTER STUDY, MEXICAN/AMERICANS WITHDREW AT A SIGNIFICANTLY GREATER RATE IN BOTH COMPARISONS. (DB)

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ACCESSION NUMBER: ED097994

PUBLICATION DATE: AUG 74

TITLE: ETHNIC FACTORS IN STEREOTYPES OF GIVEN NAMES.

PERSONAL AUTHOR: GARWOOD, S. GRAY: MCDAVID, JOHN W.

DESCRIPTOR: CAUCASIANS: *CULTURAL DIFFERENCES: *CULTURAL FACTORS: *CULTURAL IMAGES: NEGROES: SEX DIFFERENCES: SPANISH AMERICANS: *STEREOTYPES: *TEACHER ATTITUDES

IDENTIFIER: *NAME STEREOTYPES

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (82ND, NEW ORLEANS, LOUISIANA, AUGUST 30-SEPTEMBER 3, 1974)

THIS PAPER PRESENTS PRELIMINARY EXPLORATIONS OF THE NATURE OF DIFFERENCES IN FIRST-NAME STEREOTYPES AMONG THREE ETHNIC GROUPS. A TOTAL OF 147 WHITE, BLACK, AND SPANISH TEACHERS WERE DIVIDED INTO FIVE SUBGROUPS DETERMINED BY THEIR GEOGRAPHIC LOCATION (MIAMI, FLORIDA TO ATLANTA, GEORGIA) AND ETHNIC GROUPING. EACH SUBJECT WAS ASKED TO RATE HIS OR HER IMPRESSIONS OF SOME TYPICAL NAMES USING A SEVEN-POINT SCALE FOR EACH OF NINE SEMANTIC DIFFERENTIAL SUBSCALES. RESULTS INDICATED THAT THERE DO APPEAR TO BE DIFFERENCES IN THE CONTENT AND QUALITY OF FIRST-NAME STEREOTYPES AMONG TEACHER SUBGROUPS. THESE DIFFERENCES SEEM MORE PRONOUNCED FOR FEMALE FIRST-NAMES AND FOR NAMES THOUGHT TO CARRY UNDESIRABLE STEREOTYPES. ADDITIONALLY, THERE IS SOME EVIDENCE OF A CHAUVINISTIC MASCULINITY-FEMININITY SET AMONG THE FLORIDA ETHNIC GROUPS. (SDH)

ACCESSION NUMBER: ED093111

PUBLICATION DATE: 74

TITLE: ETHNIC HISTORY IN PENNSYLVANIA: A SELECTED BIBLIOGRAPHY.

PERSONAL AUTHOR: BODNAR, JOHN E.

DESCRIPTOR: *AMERICAN HISTORY; ASIAN AMERICANS; *BIBLIOGRAPHIES; *ETHNIC GROUPS; HIGHER EDUCATION; HISTORIOGRAPHY; *HISTORY; ITALIAN AMERICANS; JEWS; MEXICAN AMERICANS; NEGRO HISTORY; POLISH AMERICANS; *PRIMARY SOURCES; PUERTO RICANS; SLAVERY

IDENTIFIER: *PENNSYLVANIA

DESCRIPTIVE NOTE: 50P.

THIS BIBLIOGRAPHY PROVIDES A SELECTIVE LISTING OF BOTH PRIMARY AND SECONDARY SOURCES DEALING WITH ETHNIC GROUPS IN PENNSYLVANIA HISTORY. BOOKS AND ARTICLES PUBLISHED BETWEEN 1835 AND 1974 ARE LISTED FOR STUDENTS AT THE COLLEGE AND HIGH SCHOOL LEVELS. MATERIALS FOR 23 SEPARATE ETHNIC GROUPS ARE PROVIDED. THESE GROUPS INCLUDE ASIANS, DUTCH, ENGLISH, FINNS, FRENCH, GERMANS, GREEKS, HUNGARIANS, IRISH, ITALIANS, JEWS, LITHUANIANS, MEXICANS, NEGROES, NORWEGIANS, POLES, PUERTO RICANS, SCOTS, SCOTCH-IRISH, SLAVIC GROUPS OTHER THAN POLES, SWEDES, SWISS, AND WELSH. SPECIAL EMPHASIS IS GIVEN TO MATERIALS ON GERMANS AND NEGROES, WITH THE SECTION ON NEGROES BEING DIVIDED UP INTO MATERIALS DEALING WITH NONSLAVES AND MATERIALS DISCUSSING SLAVES. (DE)

AVAILABILITY: PENNSYLVANIA HISTORICAL COMMISSION, BOX 1026, HARRISBURG, PENNSYLVANIA 17120 ($1.00, PAPER PLUS 6 PERCENT TAX FOR PENNSYLVANIA RESIDENTS)

ACCESSION NUMBER: ED098152

PUBLICATION DATE: 74

TITLE: PSYCHOSOCIAL PROFILES OF DELINQUENT AND NONDELINQUENT PARTICIPANTS IN A SPORTS PROGRAM.

PERSONAL AUTHOR: YIANNAKIS, ANDREW

DESCRIPTOR: *ATHLETIC PROGRAMS; *ATHLETICS; *DELINQUENTS; DROPOUT ATTITUDES; DROPOUT CHARACTERISTICS; DROPOUT RATE; *DROPOUTS; *FEDERAL PROGRAMS; MEXICAN AMERICANS; NEGROES

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION (ANAHEIM, CALIFORNIA, 1974)

THIS STUDY ATTEMPTED TO FIND REASONS FOR THE LARGE PROPORTION OF DROPOUTS IN THE FEDERAL GOVERNMENT'S NATIONAL SUMMER YOUTH SPORTS PROGRAM. SELECTED SCALES OF THE JESNESS INVENTORY WERE ADMINISTERED (VALUE ORIENTATION, ALIENATION, DENIAL, AND OCCUPATIONAL ASPIRATION) AT THE BEGINNING OF THE PROGRAM TO 66 11-YEAR-OLD BOYS ENROLLED IN A 1971 PROGRAM AT A LARGE SOUTHWESTERN UNIVERSITY. MEASURES OF OCCUPATIONAL ASPIRATION WERE TAKEN BY CATEGORIZING RESPONSES TO OPEN-ENDED QUESTIONS, IN ACCORDANCE WITH HOLLINGSHEAD'S TWO-FACTOR-INDEX OF SOCIAL POSITION SCALE. A LARGE PROPORTION OF THIS SAMPLE WERE EITHER MEXICAN-AMERICAN IN ORIGIN OR BLACK. THE STUDENTS CONSTITUTED THE ENTIRE POPULATION OF 11-YEAR-OLDS IN THE PROGRAM (MALES). THE DATA WERE ANALYZED USING AN IBM 36-65 COMPUTER. STEP-WISE MULTIPLE DISCRIMINANT ANALYSIS WAS PERFORMED TO TEST THE HYPOTHESIS THAT BOYS WHO FAIL TO COMPLETE THE PROGRAM HAVE A MORE DELINQUENT PSYCHOSOCIAL PROFILE THAN BOYS WHO COMPLETE THE PROGRAM. GROUP 1, THOSE WHO COMPLETED THE PROGRAM, WAS COMPOSED OF 27 BOYS; GROUP 2, THOSE WHO FAILED TO COMPLETE THE PROGRAM, WAS COMPOSED OF 39 BOYS. ANALYSIS OF DATA SUPPORTED THE HYPOTHESIS. THE CONCLUSION THAT THE PROBLEM LIES IN THE PSYCHOLOGICAL CHARACTERISTICS OF THE PARTICIPANTS IS NOT ENTIRELY SATISFACTORY. THE USE OF TEAM SPORTS IN THE PROGRAM MIGHT RESULT IN ALIENATION OF THE PARTICIPANTS ON A SMALLER SCALE SIMILAR TO THE ALIENATION THEY EXPERIENCE IN THE LARGER SOCIAL-CULTURAL SYSTEM. (JA)

ACCESSION NUMBER: ED098226

PUBLICATION DATE: 74

TITLE: MULTICULTURAL EDUCATION THROUGH COMPETENCY-BASED TEACHER EDUCATION.

PERSONAL AUTHOR: HUNTER, WILLIAM A., ED.

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL PLURALISM; *MINORITY GROUP TEACHERS; NEGROES; *PERFORMANCE BASED TEACHER EDUCATION; *PERFORMANCE CRITERIA; SPANISH AMERICANS; SPANISH SPEAKING; TEACHER ATTITUDES; TEACHERS

DESCRIPTIVE NOTE: 283P.

THIS PUBLICATION IS THE RESULT OF A MULTICULTURAL EDUCATION/COMPETENCY BASED TEACHER EDUCATION (M/CBTE) PROJECT WHICH, AMONG OTHER OBJECTIVES, SOUGHT TO BRING TOGETHER THE FINDINGS OF SEPARATE STUDIES, PROJECTS, AND RESEARCH EFFORTS. THE PROJECT PROPOSED TO TAKE A BROADER APPROACH TO THE OVERALL PROBLEM OF QUALITY EDUCATION BY SEEKING TO IDENTIFY GENERIC CONCERNS AND NEEDS COMMON TO ALL ETHNIC GROUPS AND DIVERSE CULTURAL SITUATIONS. THE PROJECT AT THE SAME TIME SOUGHT TO IDENTIFY THOSE NEEDS FELT TO BE UNIQUE OR MORE RELEVANT TO CERTAIN CULTURAL CIRCUMSTANCES AND SITUATIONS THAN OTHERS. PART 1 OF THIS DOCUMENT IS IN THE FORM OF A PROLOGUE; IT IS ENTITLED "ANTECEDENTS TO DEVELOPMENTS OF AND EMPHASIS ON MULTICULTURAL EDUCATION." PARTS 2-5 WERE WRITTEN BY FOUR EDUCATORS AND/OR TEAMS FROM THE BLACK AMERICAN, SPANISH-SPEAKING AMERICAN, AND NATIVE AMERICAN ACADEMIC COMMUNITIES WHO WERE INVITED TO CONTRIBUTE. PART 2 TREATS TEACHER COMPETENCIES FROM THE PERSPECTIVE OF THE BLACK AMERICAN EDUCATOR. PART 3 TREATS TEACHER COMPETENCIES FROM THE SPANISH-SPEAKING EDUCATOR'S PERSPECTIVE (INCLUDING VIEWS OF PUERTO RICAN AMERICANS, CHICANO AMERICANS, AND CUBAN AMERICANS). PART 4 TREATS TEACHER COMPETENCIES FROM THE PERSPECTIVE OF THE NATIVE AMERICAN, RECOGNIZING THE DIVERGENCIES OF VIEWS AMONG THE NEARLY 300 TRIBAL GROUPS. PART 5 SEEKS TO IDENTIFY TEACHER COMPETENCIES COMMON TO ALL GROUPS AS WELL AS THOSE RECOGNIZED IN THE GENERAL SOCIETY AS EVIDENCE OF ACCEPTED REQUIREMENTS AND STANDARDS. (EDITOR/JA)

AVAILABILITY: AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, SUITE 610, ONE DUPONT CIRCLE, N.W., WASHINGTON, D.C. 20036 (NO PRICE QUOTED)

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PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

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ACCESSION NUMBER: EJ092093

PUBLICATION DATE: NOV/DEC 73

TITLE: ADULT EDUCATION: A KEY TO AIDING THE MEXICAN-AMERICAN

PERSONAL AUTHOR: MARTINEZ, LINDA K.

DESCRIPTOR: *ADULT EDUCATION PROGRAMS; *MEXICAN AMERICANS; *SPANISH SPEAKING; *LANGUAGE HANDICAPS; *PARENT STUDENT RELATIONSHIP; FAMILY SCHOOL RELATIONSHIP; PARENT PARTICIPATION; CHILD DEVELOPMENT

ARTICLE CONSIDERED THE MERITS OF ADULT EDUCATION PROGRAMS IN TERMS OF THE ATTITUDE DEVELOPMENT AND VALUES PARENTS WOULD GAIN AND IN TURN SHARE WITH THEIR CHILDREN. (RK)

JOURNAL CITATION: EDUCATION; 94; 2; 120-21

ACCESSION NUMBER: EJ092440

PUBLICATION DATE: 73

TITLE: STRATEGIES FOR ASSESSING INTELLECTUAL PATTERNS IN BLACK, ANGLO, AND MEXICAN-AMERICAN BOYS--OR ANY OTHER CHILDREN--AND IMPLICATIONS FOR EDUCATION

PERSONAL AUTHOR: MEEKER, MARY; MEEKER, ROBERT

DESCRIPTOR: *NEGRO STUDENTS; *MEXICAN AMERICANS; *ANGLO AMERICANS; *INTELLIGENCE TESTS; *ITEM ANALYSIS; INTELLECTUAL DEVELOPMENT; PSYCHOLOGICAL TESTING; DISADVANTAGED YOUTH; SCHOOL PSYCHOLOGISTS

IDENTIFIER: STANFORD BINET TESTS

THIS STUDY QUESTIONS THE USE OF A GENERAL IQ SCORE AS A BASIS FOR CONCLUSIONS RELATING TO STUDIES OF INTELLIGENCE, ESPECIALLY WITH MINORITY CHILDREN. INSTEAD, IT LOOKS AT ITEM-RESPONSES FROM STANFORD-BINET TESTS. USING GUILFORD'S STRUCTURE OF INTELLECT MODEL APPLIED TO ORGANISMIC RESPONSES, THE AUTHORS TALLIED THE ITEM RESPONSES. (AUTHOR/LA)

JOURNAL CITATION: JOURNAL OF SCHOOL PSYCHOLOGY; 11; 4; 341-350

ACCESSION NUMBER: EJ092442

PUBLICATION DATE: 73

TITLE: LANGUAGE CHARACTERISTICS OF MEXICAN-AMERICAN CHILDREN: IMPLICATIONS FOR ASSESSMENT

PERSONAL AUTHOR: MATLUCK, JOSEPH H.; MACE, BETTY J.

DESCRIPTOR: *LANGUAGE STYLES; *MEXICAN AMERICANS; *BILINGUALISM; *LEARNING DIFFICULTIES; *LANGUAGE SKILLS; LEXICOLOGY; LANGUAGE DEVELOPMENT; GRAMMAR; PHONOLOGY; ELEMENTARY SCHOOL STUDENTS

THE AUTHORS POINT OUT THE MAGNITUDE OF THE MOST CRITICAL OF THE MEXICAN-AMERICAN CHILD'S PROBLEMS, THE LOSS OF LEXICAL AND GRAMMATICAL SIGNALS THROUGH UNDERDEVELOPED PERCEPTION OF ENGLISH PHONOLOGY, AND DEMONSTRATE HOW THIS FAULTY PERCEPTION VITALLY AFFECTS NOT ONLY HIS LEXICAL AND GRAMMATICAL FAILINGS BUT ALSO HIS ABILITY TO LEARN. THEY SUGGEST ASSESSMENT CONSIDERATIONS WHICH MIGHT MORE ACCURATELY EVALUATE HIS ACTUAL LANGUAGE ABILITIES. (AUTHOR/LA)

JOURNAL CITATION: JOURNAL OF SCHOOL PSYCHOLOGY; 11; 4; 365-386

ACCESSION NUMBER: EJ092548

PUBLICATION DATE: FEB 74

TITLE: TEACHING ORAL LANGUAGE TO YOUNG MEXICAN-AMERICANS

PERSONAL AUTHOR: YAWKEY, THOMAS D.; AND OTHERS

DESCRIPTOR: *ORAL ENGLISH; *LANGUAGE DEVELOPMENT; *AURAL LEARNING; *MEXICAN AMERICANS; *BILINGUAL EDUCATION; AUDITORY PERCEPTION; ENGLISH (SECOND LANGUAGE); LANGUAGE ARTS

AFTER A BRIEF DISCUSSION OF THE DIFFICULTIES SPANISH-SPEAKING CHILDREN ENCOUNTER WHEN LEARNING TO SPEAK AND READ ENGLISH, THE AUTHORS OFFER SUGGESTIONS FOR CURRICULUM CHANGES AND METHODS OF TEACHING ORAL ENGLISH THAT WOULD FACILITATE LEARNING FOR THESE CHILDREN. (TO)

JOURNAL CITATION: ELEMENTARY ENGLISH; 51; 2; 198-202,238

ACCESSION NUMBER: EJ092549

PUBLICATION DATE: FEB 74

TITLE: SOME PRONUNCIATION AND LINGUISTIC PROBLEMS OF SPANISH-SPEAKING CHILDREN IN AMERICAN CLASSROOMS

PERSONAL AUTHOR: AXELROD, JEROME

DESCRIPTOR: *SPANISH AMERICANS; *LINGUISTIC COMPETENCE; *PRONUNCIATION; *STUDENT PROBLEMS; *COMMUNICATION PROBLEMS; PRONUNCIATION INSTRUCTION

JOURNAL CITATION: ELEMENTARY ENGLISH; 51; 2; 203-06

ACCESSION NUMBER: EJ092551

PUBLICATION DATE: FEB 74

TITLE: BILINGUAL EDUCATION IN SUNDAY SCHOOL COUNTRY

PERSONAL AUTHOR: NEY, JAMES W.

DESCRIPTOR: *BILINGUAL EDUCATION; *SPANISH AMERICANS; *STUDENT PROBLEMS; *ENGLISH INSTRUCTION; *DISCRIMINATORY ATTITUDES (SOCIAL); LINGUISTIC COMPETENCE; ENGLISH (SECOND LANGUAGE); BILINGUAL STUDENTS

DISCUSSES SOME OF THE PROBLEMS AND SUBTLE DISCRIMINATION FACING SPANISH-AMERICAN STUDENTS IN SCHOOLS IN THE SOUTHWESTERN UNITED STATES. (TO)

JOURNAL CITATION: ELEMENTARY ENGLISH; 51; 2; 209-14

ACCESSION NUMBER: EJ092987

PUBLICATION DATE: SEP 73

TITLE: EL FLAMENCO, CANTE DEL PUEBLO (FLAMENCO, SONG OF THE PEOPLE)?

PERSONAL AUTHOR: ORTIZ NUEVO, JOSE LUIS

DESCRIPTOR: *SPANISH CULTURE; *MUSIC; *DANCE; SPANISH; MUSICAL COMPOSITION; ART

IDENTIFIER: *FLAMENCO; GYPSIES

JOURNAL CITATION: CUADERNOS HISPANOAMERICANOS; 93; 279; 587-95

ACCESSION NUMBER: EJ093112

PUBLICATION DATE: DEC 73-JAN 74

TITLE: LA LENGUA ESPANOLA: QUINTO IDIOMA DEL MUNDO (SPANISH: THE FIFTH LANGUAGE OF THE WORLD)

PERSONAL AUTHOR: FLORES JARAMILLO, RENAN

DESCRIPTOR: *SPANISH; SPANISH CULTURE; SPELLING; SPANISH AMERICANS

IDENTIFIER: SPAIN; LATIN AMERICA; SPANISH ROYAL ACADEMY

JOURNAL CITATION: YELMO; 15; 43-4

ACCESSION NUMBER: EJ093186

PUBLICATION DATE: JUL-AUG 73

TITLE: SUMMING UP A YEAR OF THEATRE

DESCRIPTOR: *SPANISH CULTURE; *THEATER ARTS; SPANISH; DRAMA; ACTING; DRAMATICS

IDENTIFIER: *SPAIN

JOURNAL CITATION: SPAIN TODAY; 35-36; 18-25

ACCESSION NUMBER: EJ093188

PUBLICATION DATE: JUL-AUG 73

TITLE: AMADEO VIVES: A GREAT FIGURE IN THE WORLD OF SPANISH MUSIC

DESCRIPTOR: *MUSIC; *MUSICAL COMPOSITION; *CHORAL MUSIC; *SPANISH CULTURE; VOCAL MUSIC; MUSIC TECHNIQUES; ARTISTS

IDENTIFIER: *VIVES (AMADEO); SPAIN

JOURNAL CITATION: SPAIN TODAY; 35-36; 38-45

ACCESSION NUMBER: EJ093428

PUBLICATION DATE: JAN 74

TITLE: QUALITY EDUCATION IN A MULTICULTURAL CLASSROOM

PERSONAL AUTHOR: WILSON, HERBERT B.

DESCRIPTOR: *CULTURAL PLURALISM; *ELEMENTARY SCHOOL STUDENTS; *BILINGUAL SCHOOLS; *EDUCATIONAL POLICY; *TEACHER EDUCATION; LANGUAGE PROGRAMS; BICULTURALISM; SPANISH SPEAKING; BILINGUAL STUDENTS; BILINGUAL EDUCATION

THE DIRECTOR OF A MULTICULTURAL EDUCATION CENTER EXPLORES SOME OF THE PROBLEMS AND POTENTIALS OF BILINGUAL-MULTICULTURAL CLASSROOMS FROM KINDERGARTEN THROUGH FIFTH GRADE. (CS)

JOURNAL CITATION: CHILDHOOD EDUCATION; 50; 3; 153-156

ACCESSION NUMBER: EJ093430

PUBLICATION DATE: SUM 73

TITLE: FREIREISMO AND CHICANIZAJE: AN ESSAY

PERSONAL AUTHOR: PADILLA, RAYMOND V.

DESCRIPTOR: *BIOGRAPHIES; *CULTURAL AWARENESS; *MEXICAN AMERICANS; *PHILOSOPHY; ACTIVISM; HUMANITIES

IDENTIFIER: *FREIRE (PAULO)

PAULO FREIRE IS A MAN OF COMPLEX THOUGHT. HIS MAIN CONCERN IS WITH AND FOR MAN. HE IS A HUMANIST SEARCHING FOR MAN'S SALVATION AND HIS THINKING ASPIRES TOWARD UNIVERSALS. THE ARTICLE CRITICALLY EVALUATE FREIRE'S PHILOSOPHY AND ITS RELATION TO CHICANOS. (FF)

JOURNAL CITATION: EL GRITO: A JOURNAL OF CONTEMPORARY MEXICAN-AMERICAN THOUGHT; 6; 4; 71-84

ACCESSION NUMBER: EJ093438

PUBLICATION DATE: SUM 73

TITLE: CHICANOS IN THE NORTHWEST: AN HISTORICAL PERSPECTIVE

PERSONAL AUTHOR: GAMBOA, ERASMO

DESCRIPTOR: *AGRICULTURAL LABORERS; *MEXICAN AMERICAN HISTORY; *MIGRANT WORKERS; *SOCIOLOGY; SOCIOECONOMIC STATUS; AREA STUDIES

IDENTIFIER: *CHICANOS

WASHINGTON STATE IS A LEADING PRODUCER OF AGRICULTURAL PRODUCTS. FOR THE INDUSTRY, THE SEASONAL NEED FOR WORKERS HAS POSED THE PROBLEM OF HOW TO ACQUIRE AN AMPLE SUPPLY AT THE PRECISE TIME AND HOW TO DISPOSE OF THEM WHEN NOT NEEDED. IN THIS CONTEXT, CHICANOS IN THE NORTHWEST ARE EXAMINED IN THIS STUDY. (FF)

JOURNAL CITATION: EL GRITO: A JOURNAL OF CONTEMPORARY MEXICAN-AMERICAN THOUGHT; 6; 4; 57-70

ACCESSION NUMBER: EJ093762

PUBLICATION DATE: NOV-DEC 73

TITLE: ANOTHER LOOK AT BILINGUALISM

PERSONAL AUTHOR: REYES, DONALD J.

DESCRIPTOR: *BILINGUALISM; *SPANISH SPEAKING; *JUNIOR HIGH SCHOOL STUDENTS; *COMMUNICATION (THOUGHT TRANSFER); *ABSTRACTION LEVELS; LANGUAGE SKILLS; VOCABULARY SKILLS; DEFINITIONS; LANGUAGE PROFICIENCY; COGNITIVE DEVELOPMENT

REPORTS A STUDY AIMED AT DETERMINING THE RELATIVE CAPACITY OF SELECTED LATINO STUDENT'S SPANISH AND ENGLISH TO TRANSMIT AN ABSTRACT AND CONCEPTUAL COMMUNICATION; 53 STUDENTS FROM A JUNIOR HIGH SCHOOL IN THE SOUTHWEST WERE ASKED TO DEFINE 13 WORDS TAKEN FROM THE REVISED STANFORD BINET-VOCABULARY LIST IN EITHER ENGLISH OR SPANISH. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 6; 27-28

172

ACCESSION NUMBER: EJ093841

PUBLICATION DATE: MAR 74

TITLE: TRANSFORMING FRANCISCO

PERSONAL AUTHOR: RICH, LESLIE

DESCRIPTOR: *SPANISH SPEAKING; *PUERTO RICANS; *BILINGUAL EDUCATION; *BILINGUAL TEACHERS; COMMUNICATION (THOUGHT TRANSFER); SCHOOL COMMUNITY PROGRAMS; COMMUNITY INVOLVEMENT; TEACHER INTERNS

IDENTIFIER: *TEACHER CORPS

PUERTO RICAN STUDENTS IN A TEACHER CORPS PROJECT REVEAL THE MAGIC THAT CAN RESULT BY HAVING SPANISH SPEAKING TEACHERS. (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 10; 2; 6-11

ACCESSION NUMBER: EJ094453

PUBLICATION DATE: MAR 74

TITLE: MEXICAN AMERICAN BILINGUALISM AND ENGLISH LANGUAGE DEVELOPMENT

PERSONAL AUTHOR: GARCIA, RICARDO L.

DESCRIPTOR: *BILINGUAL EDUCATION; *LANGUAGE DEVELOPMENT; *BILINGUALISM; *SOCIOECONOMIC INFLUENCES; *SOCIAL ENVIRONMENT; SPANISH AMERICANS; EDUCATIONAL RESEARCH; READING DEVELOPMENT

AFTER SURVEYING RESEARCH ON BILINGUALISM, TENTATIVELY CONCLUDES THAT BILINGUALISM PER SE DOES NOT HAVE NEGATIVE EFFECTS ON LANGUAGE DEVELOPMENT BUT THAT SOCIOENVIRONMENTAL FACTORS PROBABLY DO. (TO)

JOURNAL CITATION: JOURNAL OF READING; 17; 6; 467-473

ACCESSION NUMBER: EJ094952

PUBLICATION DATE: FEB 74

TITLE: TELEVISION AND THE MEXICAN AMERICAN

PERSONAL AUTHOR: EISELEIN, E. B.

DESCRIPTOR: *TELEVISION; *MEXICAN AMERICANS; *CULTURAL DISADVANTAGEMENT; MASS MEDIA; TELEVISION RESEARCH; SPANISH SPEAKING; CULTURAL AWARENESS

ARMED WITH EVIDENCE THAT SPANISH-SPEAKING AMERICANS ARE UNSERVED BY TV, RESEARCHERS IN THE SOUTHWEST ASSEMBLED SOME FINDINGS ON WHAT TO DO ABOUT IT. (AUTHOR)

JOURNAL CITATION: PUBLIC TELECOMMUNICATIONS REVIEW; 2; 1; 13-18

ACCESSION NUMBER: EJ095345

PUBLICATION DATE: DEC 73

TITLE: SELF-CONCEPTIONS OF MIGRANT AND SETTLED MEXICAN AMERICANS

PERSONAL AUTHOR: GECAS, VIKTOR

DESCRIPTOR: *SELF CONCEPT; *MIGRANTS; *MEXICAN AMERICANS; SOCIAL SYSTEMS; IDENTIFICATION (PSYCHOLOGICAL); COMPARATIVE ANALYSIS; RESEARCH METHODOLOGY; CULTURAL DIFFERENCES

A STUDY OF THE SELF-CONCEPTIONS OF MIGRANTS AND SETTLED MEXICAN-AMERICANS REVEALS A SIGNIFICANT DIFFERENCE IN THEIR SELF-EVALUATION: MIGRANTS HAVE A MORE POSITIVE AND MORE FAVORABLE VIEW OF THEMSELVES THAN SETTLED MEXICAN-AMERICANS. (AUTHOR/KM)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 54; 3; 579-595

ACCESSION NUMBER: EJ095399

PUBLICATION DATE: MAR 74

TITLE: DEVELOPMENT OF SOCIAL MOTIVES IN ANGLO-AMERICAN AND MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: MCCLINTOCK, CHARLES G.

DESCRIPTOR: *MOTIVATION; *SOCIAL BEHAVIOR; *CROSS CULTURAL STUDIES; ANGLO AMERICANS; MEXICAN AMERICANS; ACHIEVEMENT; ELEMENTARY SCHOOL STUDENTS; COMPARATIVE ANALYSIS

IDENTIFIER: *COMPETITIVE BEHAVIOR

THE CHOICE BEHAVIORS OF MEXICAN AMERICAN AND ANGLO AMERICAN CHILDREN IN A MAXIMIZING DIFFERENCE GAME WERE COMPARED TO STUDY THE DEVELOPMENT OF SOCIAL MOTIVES. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY; 29; 3; 348-354

ACCESSION NUMBER: EJ095567

PUBLICATION DATE: MAR 74

TITLE: REPORTER LEAD-IN

DESCRIPTOR: *POLITICAL ISSUES; *MEXICAN AMERICANS; *COMMUNITY LEADERS; *BLACK COMMUNITY; *RACE RELATIONS; VIOLENCE; HIGH SCHOOLS; BROADCAST TELEVISION; AMERICAN INDIANS; SUPREME COURT LITIGATION

INCLUDES A REPORT ON THE LINK BETWEEN THE REPUBLICANS AND CHICANO RADICALS, A HARD LOOK AT JESSE JACKSON, A SURPRISE FROM THE SUPREME COURT, A BRIEF ACCOUNT OF A TELEVISION DISPUTE IN NEW MEXICO, A REPORT ON RENEWED GANG VIOLENCE IN LOS ANGELES SCHOOLS, AND A SUMMARY OF IMPORTANT AND REVEALING EVENTS IN JANUARY AND FEBRUARY. (AUTHOR/JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 5; 5; 1-7

ACCESSION NUMBER: EJ095574

PUBLICATION DATE: JAN 74

TITLE: EDUCATING ETHNIC MINORITIES: AN AMERICAN CHALLENGE

PERSONAL AUTHOR: FANCHER, EVELYN P.

DESCRIPTOR: *MINORITY GROUP CHILDREN; *EDUCATIONAL PROBLEMS; *ACCULTURATION; *SCHOOL ROLE; *BIAS; NEGRO EDUCATION; AMERICAN INDIANS; MEXICAN AMERICANS; PUERTO RICANS; CULTURAL PLURALISM

ANALYZES THE PRACTICE OF STIGMATIZING CHILDREN FROM MINORITY FAMILIES BECAUSE THEY FAIL TO ADOPT THE CULTURE OF THE MAJORITY, FOCUSING ON THE DILEMMA THAT THE SCHOOLS, WHICH HAVE THE RESPONSIBILITY FOR ACCULTURATION, ARE AS GUILTY AS OTHER ELEMENTS OF SOCIETY IN CONDEMNING THE PERSONS FOR WHOM THEIR SERVICES HAVE BEEN A FAILURE. (AUTHOR/JM)

JOURNAL CITATION: NEGRO EDUCATIONAL REVIEW; 25; 1; 51-61

ACCESSION NUMBER: EJ095815

PUBLICATION DATE: MAY-JUN 74

TITLE: FROM BILINGUAL STUDENTS--A NEW GRAPHIC ARTS ACTIVITY

PERSONAL AUTHOR: TANA, LOUIS W.

DESCRIPTOR: *GRAPHIC ARTS; *BILINGUAL STUDENTS; *COOPERATIVE PLANNING; *SHOP CURRICULUM; *PRINTING; STUDENT NEEDS; SPANISH SPEAKING; ENGLISH (SECOND LANGUAGE); SCHOOL SHOPS; STUDENT ATTITUDES

SAFETY POSTERS PRINTED IN SPANISH WELCOME BI-LINGUAL STUDENTS TO SHOP; TRANSLATING, PRINTING, AND PROOFREADING RECIPES AND MENUS FOR HOME ECONOMICS, SONGS, POEMS, METRIC CONVERSION TABLES, AND INSTRUCTION OR PROJECT SHEETS ENCOURAGE COMMUNICATION WITH ENGLISH-SPEAKING STUDENTS, CONFER PRESTIGE, PROVIDE LANGUAGE EXPERIENCE, AND DRAW NEW STUDENTS INTO GRAPHIC ARTS ACTIVITIES. (AJ)

JOURNAL CITATION: INDUSTRIAL EDUCATION; 63; 5; 42-3

ACCESSION NUMBER: EJ095834

PUBLICATION DATE: SPR 74

TITLE: THE USE OF THE MILLER ANALOGIES TEST AS A SCREENING DEVICE FOR MEXICAN-AMERICAN GRADUATE STUDENTS

PERSONAL AUTHOR: DULING, JOHN A.

DESCRIPTOR: *GRADUATE STUDENTS; *MEXICAN AMERICANS; *CULTURAL DIFFERENCES; STANDARDIZED TESTS; COLLEGE ENTRANCE EXAMINATIONS

IDENTIFIER: *MILLER ANALOGIES TESTS

THIS STUDY IS AN EXAMINATION OF THE SCORES OBTAINED ON THE MILLER ANALOGIES TEST FOR STUDENTS CLASSIFIED AS EITHER ANGLOS OR MEXICAN AMERICANS, AND ALSO THE RELATIONSHIP BETWEEN THESE SCORES AND THE FIRST SEMESTER GPA IN GRADUATE SCHOOL FOR BOTH GROUPS. (AUTHOR)

JOURNAL CITATION: JOURNAL OF THE NAWDAC; 37; 3; 133-136

ACCESSION NUMBER: EJ096047

PUBLICATION DATE: MAY 74

TITLE: ENROLLMENT DIP HINDERS AFFIRMATIVE ACTION PLANS

PERSONAL AUTHOR: YEAGER, ROBERT

DESCRIPTOR: *MINORITY GROUPS; *MINORITY GROUP TEACHERS; *EMPLOYMENT PROBLEMS; *TEACHER EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PATTERNS; NEGRO EMPLOYMENT; MEXICAN AMERICANS

IDENTIFIER: *CALIFORNIA

CALIFORNIA DISTRICTS HAVE DISCOVERED THAT A STATEWIDE ENROLLMENT DIP HAS HINDERED EFFORTS TO HIRE MINORITY PERSONNEL. (AUTHOR/DN)

JOURNAL CITATION: NATION'S SCHOOLS; 93; 5; 16-17

ACCESSION NUMBER: EJ096059

PUBLICATION DATE: SPR 74

TITLE: AN OPEN-SPACE BILINGUAL PROGRAM FOR 6-9 YEAR OLDS

PERSONAL AUTHOR: ZOTOS, MICHAEL H.; WYLIE, RICHARD E.

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; *OPEN PLAN SCHOOLS; *PROGRAM DESCRIPTIONS; *ELEMENTARY SCHOOLS; MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP

CLOSE COOPERATION BETWEEN PARENTS AND SCHOOL OFFICIALS HAS RESULTED IN THE DEVELOPMENT OF AN OPEN SPACE BILINGUAL EDUCATION PROGRAM THAT HAS INCREASED STUDENT LEARNING AND FOSTERED CLOSER RELATIONSHIPS BETWEEN STUDENTS AND PARENTS FROM DIFFERING ETHNIC POPULATIONS. (AUTHOR)

JOURNAL CITATION: CATALYST FOR CHANGE; 3; 3; 4-8

ACCESSION NUMBER: EJ096238

PUBLICATION DATE: JAN 74

TITLE: LIP-READING: A VIABLE APPROACH TO LANGUAGE TEACHING IN THE EFL CLASSROOM

PERSONAL AUTHOR: CORTEZ, EMILIO G.

DESCRIPTOR: *ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; *TEACHING TECHNIQUES; *LIPREADING; *ELEMENTARY GRADES; INTERFERENCE (LANGUAGE LEARNING); PICTORIAL STIMULI; CLASSROOM GAMES; SECOND LANGUAGE LEARNING; SPANISH SPEAKING

JOURNAL CITATION: ENGLISH LANGUAGE TEACHING JOURNAL; 28; 2; 135-8

ACCESSION NUMBER: EJ096293

PUBLICATION DATE: JAN-APR 74

TITLE: CHICANO LITERATURE: SOURCES AND THEMES

PERSONAL AUTHOR: JIMENEZ, FRANCISCO

DESCRIPTOR: *SPANISH; *ENGLISH; *MEXICAN AMERICANS; *SPANISH AMERICAN LITERATURE; *LITERARY INFLUENCES; BILINGUAL EDUCATION; BILINGUALISM; BICULTURALISM; MINORITY GROUPS

FIRST OF A SERIES OF ARTICLES ON CHICANO LITERATURE. (SK)

JOURNAL CITATION: BILINGUAL REVIEW/REVISTA BILINGUE: 1; 1; 4-15

ACCESSION NUMBER: EJ096294

PUBLICATION DATE: JAN-APR 74

TITLE: THE RESPONSES OF NINTH GRADE SPANISH-ENGLISH BILINGUAL STUDENTS TO FOUR SHORT STORIES

PERSONAL AUTHOR: FANSELOW, JOHN F.

DESCRIPTOR: *SPANISH; *ENGLISH; *SHORT STORIES; *STUDENT REACTION; *BILINGUAL STUDENTS; BILINGUAL EDUCATION; BILINGUALISM; SPANISH SPEAKING; GRADE 9

JOURNAL CITATION: BILINGUAL REVIEW/REVISTA BILINGUE: 1; 1; 16-41

ACCESSION NUMBER: EJ096415

PUBLICATION DATE: MAR 74

TITLE: LOS "CHICANOS" (THE CHICANOS)

PERSONAL AUTHOR: WOMACK, JOHN, JR.

DESCRIPTOR: *MEXICAN AMERICANS; *SOCIAL STUDIES; *SOCIAL BACKGROUND; *SOCIAL BEHAVIOR; MINORITY GROUPS; ETHNIC GROUPS; SPANISH SPEAKING; BICULTURALISM; NON ENGLISH SPEAKING

JOURNAL CITATION: REVISTA DE OCCIDENTE; 132; 343-74

ACCESSION NUMBER: EJ096682

PUBLICATION DATE: SPR 74

TITLE: COOPERATION IN THE COMMUNITY: THE BILINGUAL PARAPROFESSIONAL PROGRAM

PERSONAL AUTHOR: ARROYO, GLORIA; POND, GLORIA

DESCRIPTOR: *COMMUNITY COLLEGES; *BILINGUAL EDUCATION; *SPANISH SPEAKING; *COMMUNITY COOPERATION; *PROGRAM EVALUATION; SELECTION; STUDENT NEEDS; JOB PLACEMENT; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROGRAMS

ARTICLE DESCRIBED COMMUNITY EFFORTS AT COOPERATION IN A BILINGUAL PROGRAM. (EDITOR/RK)

JOURNAL CITATION: COMMUNITY SERVICES CATALYST; 4; 2; 39-44

ACCESSION NUMBER: EJ097030

PUBLICATION DATE: W 74

TITLE: SPANISH LANGUAGE TEACHING AND TEACHING THE SPANISH LANGUAGE

PERSONAL AUTHOR: REYES, DONALD J.

DESCRIPTOR: *BILINGUAL EDUCATION; *SPANISH SPEAKING; *BILINGUAL STUDENTS; *LANGUAGE ROLE; CULTURAL PLURALISM; CULTURAL FACTORS; EDUCATIONAL SOCIOLOGY

THE AUTHOR URGES THAT AMERICAN EDUCATORS ABANDON THE "MELTING POT" AND "COLD TURKEY" PHILOSOPHIES OF THE PAST AND ACCEPT THE NOTION OF CULTURAL PLURALISM AND DEMOCRATIC EDUCATION AS THEIR NEW CREED. (HMD)

JOURNAL CITATION: CONTEMPORARY EDUCATION; 45; 2; 147-8

ACCESSION NUMBER: EJ097033

PUBLICATION DATE: APR 74

TITLE: EFFECT OF AN INTERVENTION PROGRAM ON "HIGH RISK" SPANISH AMERICAN CHILDREN

PERSONAL AUTHOR: CORNETT, JOE D.; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; *SELF CONCEPT; *MENTAL DEVELOPMENT; *SPANISH AMERICANS; *DISADVANTAGED YOUTH; PRESCHOOL CHILDREN; EARLY EXPERIENCE; LANGUAGE DEVELOPMENT; SPANISH SPEAKING

MENTAL ABILITY, LANGUAGE DEVELOPMENT (ENGLISH), LANGUAGE DEVELOPMENT (SPANISH), AND SELF-IMAGE CHANGES WERE STUDIED AS EFFECTS OF AN EARLY INTERVENTION PROGRAM FOR PRESCHOOL CHILDREN. (AUTHORS/JA)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL RESEARCH; 67; 8; 342-3

ACCESSION NUMBER: EJ097188

PUBLICATION DATE: MAR/APR 74

TITLE: RETURN OF THE WETBACK

PERSONAL AUTHOR: PORTES, ALEJANDRO

DESCRIPTOR: *AGRICULTURAL LABORERS; *MEXICAN AMERICANS; *MIGRATION; *IMMIGRATION INSPECTORS; *LAW ENFORCEMENT; MIGRATION PATTERNS; MIGRANTS; MIGRANT PROBLEMS; IMMIGRANTS; SOCIOLOGY

EXAMINES THE WETBACK MIGRATION, AND LEGAL MIGRATION FROM MEXICO WHICH HAVE HAD A VIGOROUS RESURGENCE IN THE YEARS FOLLOWING THE TERMINATION OF THE BRACERO PROGRAM IN 1964; THE MIGRANTS, THEIR METHODS AND THE MAKING OF THE STRUCTURAL FORCES PROMOTING AND SUSTAINING THIS MIGRATION DO NOT CONFORM TO COMMONLY HELD BELIEFS. (AUTHOR/JM)

JOURNAL CITATION: SOCIETY; 11; 3; 40-49

ACCESSION NUMBER: EJ097208

PUBLICATION DATE: MAY 74

TITLE: PUERTO RICANS AND MEXICAN AMERICANS IN HIGHER EDUCATION

PERSONAL AUTHOR: BETANCES, SAMUEL

DESCRIPTOR: *PUERTO RICANS; *MEXICAN AMERICANS; *HIGHER EDUCATION; *CUBANS; ETHNIC GROUPS; MINORITY GROUPS; SPANISH SPEAKING

REPORT FOCUSES ON THE PROBLEMS WHICH MEXICAN AMERICANS, PUERTO RICANS, AND TO A LESSER DEGREE, CUBANS FACE IN RELATING TO HIGHER EDUCATION. (AUTHOR/SB)

JOURNAL CITATION: RICAN; 1; 4; 27-36

ACCESSION NUMBER: EJ097214

PUBLICATION DATE: SPR 74

TITLE: A COMPARISON OF NEGRO, ANGLO, AND SPANISH AMERICAN ADOLESCENTS' SELF CONCEPTS

PERSONAL AUTHOR: HEALEY, GARY W.; DEBLASSIE, RICHARD R.

DESCRIPTOR: *ADOLESCENTS; *SELF CONCEPT; *NEGRO ATTITUDES; *SPANISH AMERICANS; *ETHNIC GROUPS; TABLES (DATA); SECONDARY SCHOOL STUDENTS; CRITICAL THINKING

IDENTIFIER: TENNESSEE SELF CONCEPT SCALE; HOLLINGSHEAD TWO FACTOR INDEX OF SOCIAL POSITION

THE PURPOSES OF THIS STUDY WERE TO DETERMINE: 1) IF DIFFERENCES EXISTED IN THE SELF CONCEPT AMONG NEGRO-, ANGLO-, AND SPANISH-AMERICAN ADOLESCENTS; AND 2) THE EXTENT TO WHICH THESE DIFFERENCES WERE INFLUENCED BY ETHNIC GROUP MEMBERSHIP, SOCIOECONOMIC POSITION, OR SEX, OR THE INTERACTION AMONG THESE VARIABLES. (AUTHOR)

JOURNAL CITATION: ADOLESCENCE; 9; 33; 15-24

ACCESSION NUMBER: EJ097617

PUBLICATION DATE: MAR74

TITLE: SELF-DISCLOSURE AMONG SOME NEGRO, WHITE, AND MEXICAN-AMERICAN ADOLESCENTS

PERSONAL AUTHOR: LITTLEFIELD, ROBERT P.

DESCRIPTOR: *MEXICAN AMERICANS; *PARENT CHILD RELATIONSHIP; *RURAL YOUTH; *RACIAL DIFFERENCES; *SEX DIFFERENCES; JUNIOR HIGH SCHOOL STUDENTS; SECONDARY SCHOOL STUDENTS; ETHNIC GROUPS

IDENTIFIER: *SELF DISCLOSURE

RIVENBARK'S REVISION OF JOURARD'S SELF-DISCLOSURE QUESTIONNAIRE WAS ADMINISTERED TO BLACK, WHITE, AND MEXICAN AMERICAN NINTH GRADERS. FEMALES REPORTED MORE DISCLOSURE THAN MALES. WHITES REPORTED THE MOST DISCLOSURE AND MEXICAN AMERICANS THE LEASE. MALES FAVORED THE MOTHER AS DISCLOSURE TARGET. THE LEAST FAVORED DISCLOSURE TARGET FOR ALL GROUPS WAS THE FATHER. (AUTHOR)

JOURNAL CITATION: JOURNAL OF COUNSELING PSYCHOLOGY; 21; 2; 133-136

ACCESSION NUMBER: EJ097667

PUBLICATION DATE: MAY 74

TITLE: COUNSELING THE CHICANO CHILD

PERSONAL AUTHOR: MAES, WAYNE R.; RINALDI, JOHN R.

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; *ELEMENTARY SCHOOL COUNSELING; *LANGUAGE HANDICAPS; *CULTURAL DIFFERENCES; *MEXICAN AMERICANS; COUNSELOR ROLE; STUDENT NEEDS; SPANISH SPEAKING

THE AUTHOR DESCRIBES THE CULTURAL HERITAGE OF THE SPANISH AMERICANS AND THE RESULTING DIFFICULTIES THAT SPANISH CHILDREN HAVE IN PUBLIC SCHOOLS. IMPLICATIONS FOR COUNSELORS ARE DISCUSSED. (RWP)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 4; 279-284

ACCESSION NUMBER: EJ097669

PUBLICATION DATE: MAY 74

TITLE: DETERMINING CULTURALLY APPROPRIATE REINFORCERS FOR ANGLO AND CHICANO STUDENTS

PERSONAL AUTHOR: HOSFORD, RAY E.; BOWLES, STEPHEN A.

DESCRIPTOR: *CULTURAL DIFFERENCES; *ELEMENTARY SCHOOL STUDENTS; *REINFORCEMENT; *READING IMPROVEMENT; SPANISH AMERICANS; ANGLO AMERICANS; TEACHING METHODS; EDUCATIONAL EXPERIMENTS

THIS PAPER DESCRIBES A PROGRAM WHEREBY ELEMENTARY SCHOOL CHILDREN ARE ALLOWED TO SELECT THEIR OWN REINFORCEMENT FOR PERFORMING A SPECIFIED BEHAVIOR (READING). AN EVALUATION OF THE PROGRAM SHOWS SIGNIFICANT IMPROVEMENT OF READING ABILITY. (RWP)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 4; 290-300

ACCESSION NUMBER: EJ097671

PUBLICATION DATE: MAY 74

TITLE: MIDDLE/JUNIOR HIGH SCHOOL COUNSELORS' CORNER

PERSONAL AUTHOR: AGUAYO, AL

DESCRIPTOR: *MEXICAN AMERICANS; *YOUTH EMPLOYMENT; *EMPLOYMENT PROGRAMS; SOCIALLY DEVIANT BEHAVIOR; DRUG ABUSE; FEDERAL AID

THIS ARTICLE PROVIDES A BRIEF DESCRIPTION OF THE SUN VALLEY-LAS CASITAS (COLORADO) YOUTH EMPLOYMENT PROGRAM. THIS PROGRAM WAS DEVELOPED IN RESPONSE TO INCREASING ANTI-SOCIAL ACTIVITY AMONG CHICANO YOUTHS. A BRIEF EVALUATION OF THE PROGRAM IS INCLUDED. (RWP)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 4; 210-312

ACCESSION NUMBER: EJ097672

PUBLICATION DATE: MAY 74

TITLE: CASE ANALYSIS: CONSULTATION AND COUNSELING

PERSONAL AUTHOR: KERNS, MELBA

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; *MEXICAN AMERICANS; *CULTURAL DIFFERENCES; *LANGUAGE HANDICAPS; *STUDENT ADJUSTMENT; STUDENT NEEDS; STUDENT PROBLEMS

THE AUTHOR RELATES THE EXPERIENCES OF A SPANISH-SPEAKING BOY WHO IS ENTERING FIRST GRADE. THE DIFFICULTIES THAT RESULT AND WHAT TEACHERS AND COUNSELORS CAN DO TO HELP RESOLVE THEM ARE DISCUSSED. (RWP)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 4; 313-317

ACCESSION NUMBER: EJ097955

PUBLICATION DATE: W 73-74

TITLE: PROGRAMS FOR EH AND EMR PUPILS: REVIEW AND RECOMMENDATIONS, PART I

PERSONAL AUTHOR: KEOGH, BARBARA K.; AND OTHERS

DESCRIPTOR: *EXCEPTIONAL CHILD RESEARCH; *EDUCABLE MENTALLY HANDICAPPED; *EDUCATIONALLY DISADVANTAGED; *STUDENT CHARACTERISTICS; *STUDENT PLACEMENT; MENTALLY HANDICAPPED; EMOTIONALLY DISTURBED; LEARNING DISABILITIES; SCHOOL DISTRICTS; DEMOGRAPHY; ETHNIC GROUPS; SPANISH AMERICANS

IDENTIFIER: CALIFORNIA

JOURNAL CITATION: ACADEMIC THERAPY; 9; 3; 187-98

ACCESSION NUMBER: EJ097989

PUBLICATION DATE: MAR 74

TITLE: A METHOD FOR DETERMINING AND DEPICTING LANGUAGE DOMINANCE

PERSONAL AUTHOR: ZIRKEL, PERRY A.

DESCRIPTOR: *BILINGUAL STUDENTS; *ENGLISH (SECOND LANGUAGE); *SPANISH SPEAKING; *LANGUAGE SKILLS; COMPARATIVE ANALYSIS; STUDENT EVALUATION; LANGUAGE RESEARCH; CHARTS

PAPER PRESENTED AT THE 1973 TESOL CONVENTION IN SAN JUAN, PUERTO RICO. (HW)

JOURNAL CITATION: TESOL QUARTERLY; 8; 1; 7-16

ACCESSION NUMBER: EJ098286

PUBLICATION DATE: MAY 74

TITLE: DEVELOPMENTAL AND SOCIOCULTURALASPECTS OF IMAGERY IN THE PICTURE-WORD PAIRED-ASSOCIATE LEARNING OF CHILDREN

PERSONAL AUTHOR: CALHOUN, JOANNE P.

DESCRIPTOR: *SPANISH AMERICANS; *PAIRED ASSOCIATE LEARNING; *IMAGERY; PRESCHOOL CHILDREN; ELEMENTARY SCHOOL STUDENTS; CULTURAL FACTORS

DEVELOPMENTAL AND CULTURAL FACTORS IN THE USE OF IMAGERY IN LEARNING AND RETAINING SPECIFIC PAIRED ASSOCIATE TASKS WERE STUDIED IN ANGLO AND SPANISH AMERICAN CHILDREN. (ST)

JOURNAL CITATION: DEVELOPMENTAL PSYCHOLOGY; 10; 3; 357-366

ACCESSION NUMBER: EJ098739

PUBLICATION DATE: MAR 74

TITLE: PERSON PERCEPTION, SELF-IDENTITY, AND ETHNIC GROUP PREFERENCE IN ANGLO, BLACK, AND CHICANO PRESCHOOL AND THIRD-GRADE CHILDREN

PERSONAL AUTHOR: RICE, AUDREY S.; AND OTHERS

DESCRIPTOR: *SELF CONCEPT; *SELF CONGRUENCE; *IDENTIFICATION (PSYCHOLOGICAL); *PERCEPTION; *ETHNIC GROUPS; NEGROES; MEXICAN AMERICANS; MIDDLE CLASS CULTURE; RESEARCH; RACIAL DIFFERENCES

THIS STUDY INVESTIGATED THE ETHNIC AND RACIAL AWARENESS, SELF-IDENTIFICATION, AND ETHNIC GROUP PREFERENCE IN ANGLO, BLACK, AND CHICANO PRESCHOOL AND THIRD-GRADE CHILDREN. (AUTHOR)

JOURNAL CITATION: JOURNAL OF CROSS-CULTURAL PSYCHOLOGY; 5; 1; 100-108

ACCESSION NUMBER: EJ099058

PUBLICATION DATE: 74

TITLE: THE VALIDATION OF PARALLEL TESTING OF AURAL ABILITY AS AN INDICATOR OF BILINGUAL DOMINANCE

PERSONAL AUTHOR: ZIRKEL, PERRY A.; GREENE, JOHN F.

DESCRIPTOR: *AUDIOLINGUAL METHODS; *AURAL LEARNING; *LISTENING COMPREHENSION; *BILINGUAL STUDENTS; *LANGUAGE FLUENCY; ENGLISH (SECOND LANGUAGE); SPANISH SPEAKING; SECOND LANGUAGE LEARNING; MULTILINGUALISM

EXAMINES THE VALIDITY OF PICTURE-TYPE PARALLEL TESTS OF AURAL ABILITY AS A MEASURE OF AURAL LANGUAGE DOMINANCE FOR BILINGUAL STUDENTS. RELATIONSHIP WITH VARIOUS CRITERION MEASURES IS EXPLORED, AS IS RELATIONSHIP TO LENGTH OF RESIDENCE IN CONTINENTAL UNITED STATES. RESULTS SUGGEST THAT SUCH TESTING IS A PROMISING TECHNIQUE. (AUTHOR/HMV)

JOURNAL CITATION: PSYCHOLOGY IN THE SCHOOLS; 11; 2; 153-156

ACCESSION NUMBER: EJ099134

PUBLICATION DATE: FEB 74

TITLE: PATHOGNOMIC VERBALIZATIONS, ANXIETY, AND HOSTILITY IN NORMAL MEXICAN AND UNITED STATES ANGLO-AMERICAN CHILDREN'S FANTASIES: A LONGITUDINAL STUDY

PERSONAL AUTHOR: LAOSA, LUIS M.; AND OTHERS

DESCRIPTOR: *CULTURAL DIFFERENCES; *CROSS CULTURAL STUDIES; *MEXICAN AMERICANS; *ANGLO AMERICANS; *MENTAL HEALTH; BEHAVIORAL SCIENCE RESEARCH; ANXIETY; HOSTILITY; FAMILY STRUCTURE; LONGITUDINAL STUDIES

THE EFFECTS OF CULTURE ON THE DEVELOPMENT OF LOGICAL THINKING AND DEGREE OF EMOTIONAL DISTURBANCE IN NORMAL CHILDREN WERE INVESTIGATED. RESULTS SHOW SIGNIFICANTLY HIGHER AMOUNTS OF DISTURBED THINKING AND ANXIOUS AND HOSTILE RESPONSE CONTENT IN ANGLO-AMERICAN THAN IN MEXICAN CHILDREN. RESULTS ARE INTERPRETED IN LIGHT OF CULTURAL DIFFERENCES. (AUTHOR)

JOURNAL CITATION: JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY; 42; 1; 73-78

ACCESSION NUMBER: EJ099260

PUBLICATION DATE: FEB 74

TITLE: LANGUAGE STATUS OF PRESCHOOL MEXICAN-AMERICAN CHILDREN--IS THERE A CASE AGAINST EARLY BILINGUAL EDUCATION?

PERSONAL AUTHOR: ZIMMERMAN, IRA LEE; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; *LANGUAGE PROGRAMS; *LANGUAGE RESEARCH; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; LANGUAGE SKILLS; LINGUISTIC COMPETENCE

SUGGESTS THAT AN ARBITRARY PLACEMENT OF YOUNG CHILDREN IN BILINGUAL PROGRAMS WITHOUT ADEQUATE PRIOR ASSESSMENT TO DETECT ACTUAL LANGUAGE NEEDS AND COMPETENCIES MAY BE LESS PRODUCTIVE THAN IMMEDIATE ENGLISH INSTRUCTION. (RB)

JOURNAL CITATION: PERCEPTUAL AND MOTOR SKILLS; 38; 1; 227-30

ACCESSION NUMBER: EJ099353

PUBLICATION DATE: MAR 74

TITLE: TOWARD A GRAMMAR OF CHICANO ENGLISH

PERSONAL AUTHOR: GARCIA, RICARDO L.

DESCRIPTOR: *MEXICAN AMERICANS; *DIALECT STUDIES; *BILINGUAL STUDENTS; LINGUISTICS; LINGUISTIC PATTERNS; BILINGUALISM; PHONOLOGY; MORPHOLOGY (LANGUAGES); SYNTAX; SEMANTICS

JOURNAL CITATION: ENGLISH JOURNAL; 63; 3; 34-38

ACCESSION NUMBER: EJ099983

PUBLICATION DATE: DEC 73

TITLE: TOWARD A CHICANO/RAZA BIBLIOGRAPHY: DRAMA, PROSE, POETRY

PERSONAL AUTHOR: ROMANO, OCTAVIO I. V. ED.; RIOS, HERMINIO C. ED.

DESCRIPTOR: *BIBLIOGRAPHIES; *DRAMA; *POETRY; *PROSE; *SPANISH AMERICAN LITERATURE; MEXICAN AMERICANS; PERIODICALS; RESOURCE GUIDES; SERIALS; SPANISH SPEAKING

IDENTIFIER: SOUTHWEST; CHICANOS; LA RAZA

SEPARATED INTO 3 SECTIONS, THIS BIBLIOGRAPHY COVERS LITERATURE, DRAMA, PROSE, AND POETRY (FROM 1965 TO 1972) PERTAINING TO CHICANOS AND LA RAZA. TO OBTAIN THIS MATERIAL, ALL CHICANO JOURNALS, NEWSPAPERS, BULLETINS, AND NEWSLETTERS PUBLISHED IN THE SOUTHWEST WERE REVIEWED. TOPICS RANGE FROM POLICE BRUTALITY TO THE VIETNAM WAR. THE APPENDIX GIVES NAMES AND ADDRESSES FOR PERIODICALS. (NQ)

JOURNAL CITATION: EL GRITO; 7; 2; 1-85

ACCESSION NUMBER: EJ099988

PUBLICATION DATE: 73

TITLE: SEXUAL STEREOTYPES -- PSYCHOLOGICAL AND CULTURAL SURVIVAL

PERSONAL AUTHOR: SUAREZ, CECILIA, C-R

DESCRIPTOR: *CHILD REARING; *CULTURAL IMAGES; *FEMALES; *MEXICAN AMERICANS; *STEREOTYPES; LITERATURE REVIEWS; PERSONAL GROWTH; SEX ROLE

CHILD REARING PRACTICES ATTRIBUTED TO THE CHICANA (THE MEXICAN AMERICAN WOMAN) AND THEIR PSYCHOLOGICAL AND CULTURAL IMPLICATIONS ARE DISCUSSED. (NQ)

JOURNAL CITATION: REGENERACION; 2; 3; 17-21

ACCESSION NUMBER: EJ099990

PUBLICATION DATE: SPR 73

TITLE: JOSE MOSQUEDA AND THE FOLKLORIZATION OF ACTUAL EVENTS

PERSONAL AUTHOR: PAREDES, AMERICO

DESCRIPTOR: *BIOGRAPHICAL INVENTORIES; *LEGENDS; *MEXICAN AMERICAN HISTORY; *PERCEPTION; BALLADS; CULTURAL AWARENESS; FOLK CULTURE; LITERARY ANALYSIS; LITERARY GENRES; MEXICANS; ODES; SPANISH AMERICAN LITERATURE

IDENTIFIER: *MOSQUEDA (JOSE)

THE DIFFERENT METHODS USED IN THE "FOLKLORIZATION" OF THE STORY OF JOSE MOSQUEDA, A NOTED OUTLAW, ARE DISCUSSED. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 1-30

ACCESSION NUMBER: EJ099991

PUBLICATION DATE: SPR 73

TITLE: IN SEARCH OF THE AUTHENTIC PACHUCO: AN INTERPRETIVE ESSAY

PERSONAL AUTHOR: MADRID-BARELA, ARTURO

DESCRIPTOR: *CULTURAL BACKGROUND; *MEXICAN AMERICANS; *ROLE PERCEPTION; *STEREOTYPES; ANGLO AMERICANS; CULTURAL INTERRELATIONSHIPS; CULTURAL IMAGES; DISSENT; HUMAN DIGNITY; LITERATURE REVIEWS; POLITICAL ATTITUDES; SOCIALLY DEVIANT BEHAVIOR; URBAN YOUTH

IDENTIFIER: *PACHUCO

THE ESSAY EXAMINES THE PACHUCO AS SEEN BY A MEXICAN, AN ANGLO AMERICAN, A CHILEAN, AND 4 CHICANO AUTHORS OVER THE 1940'S, 50'S AND 60'S, THROUGH DIFFERENT GENRES -- ESSAY, NOVEL, POETRY, AND SHORT STORY. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 31-60

ACCESSION NUMBER: EJ099992

PUBLICATION DATE: SPR 73

TITLE: DEVELOPING A BILINGUAL CULTURALLY-RELEVANT EDUCATIONAL PROGRAM FOR CHICANOS

PERSONAL AUTHOR: MACIAS, REYNALDO FLORES

DESCRIPTOR: *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; *EDUCATIONAL PROGRAMS: *MEXICAN AMERICANS; ALTERNATIVE SCHOOLS: BILINGUALISM; CULTURAL BACKGROUND; DIALECTS: ENGLISH (SECOND LANGUAGE); LANGUAGE; LITERATURE REVIEWS; SECOND LANGUAGE LEARNING: RESEARCH NEEDS; SPANISH SPEAKING

IDENTIFIER: *CHICANOS

JOURNAL CITATION: AZTLAN; 4; 1; 61-84

ACCESSION NUMBER: EJ099993

PUBLICATION DATE: SPR 73

TITLE: ECONOMIC DEPRIVATION OF CHICANOS -- CONTINUING NEGLECT IN THE SEVENTIES

PERSONAL AUTHOR: ROCHIN, REFUGIO I.

DESCRIPTOR: *CENSUS FIGURES: *ECONOMIC DISADVANTAGEMENT; *ECONOMIC FACTORS; *MEXICAN AMERICANS; ANGLO AMERICANS; EMPLOYMENT TRENDS; IDENTIFICATION; INCOME; LITERATURE REVIEWS: RURAL URBAN DIFFERENCES; UNEMPLOYED: NEGROES

IDENTIFIER: *SOUTHWEST; CHICANOS

THE ARTICLE DISCUSSES THE LITERATURE DEALING WITH CHICANO POVERTY AND THE CHICANO POPULATION IN COMPARISON TO WHITES AND BLACKS IN THE SOUTHWEST. IT ALSO IDENTIFIES THE CHICANO POOR, THEIR POPULATION, AND WHAT IS HAPPENING TO THEM. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 85-102

ACCESSION NUMBER: EJ099994

PUBLICATION DATE: SPR 73

TITLE: NON-DOMINANT ETHNIC POPULATIONS AS PARTS OF TOTAL SOCIETY: CHICANOS IN THE U.S.

PERSONAL AUTHOR: SASSEN-KOOB, SASKIA

DESCRIPTOR: *INFORMATION NEEDS; *MEXICAN AMERICANS; *SOCIAL STRATIFICATION; *GROUPING PROCEDURES; BEHAVIORAL SCIENCES; COMPARATIVE ANALYSIS; DEMOGRAPHY; DATA ANALYSIS; ETHNIC GROUPING; INEQUALITIES; METHODOLOGY; NEGROES; NATIONAL NORMS; SOCIOLOGY

IDENTIFIER: *GURVITCHS THEORETICAL FRAMEWORK; CHICANOS

THE PAPER DISCUSSES: THE THEORETICAL AND METHODOLOGICAL CONSTRAINTS OF ORTHODOX SOCIOLOGY WHICH LIMIT DATA SELECTION FOR THE STUDY AND UNDERSTANDING OF CHICANOS; AN ANALYSIS OF GURVITCH'S APPROACH; AND AN ILLUSTRATION OF THE APPROACH. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 103-21

ACCESSION NUMBER: EJ099995

PUBLICATION DATE: SPR 73

TITLE: JUSTICE, DEPRIVATION AND THE CHICANO

PERSONAL AUTHOR: RIVERA, JULIUS

DESCRIPTOR: *DISADVANTAGED GROUPS; *INEQUALITIES; *MEXICAN AMERICANS; *SOCIAL DISCRIMINATION; CIVIL RIGHTS; COURTS; DEATH; EDUCATION; EQUAL PROTECTION; HEALTH; LAW ENFORCEMENT; LEGAL RESPONSIBILITY; OCCUPATIONS; SOCIAL STRUCTURE; TABLES (DATA)

IDENTIFIER: *JUSTICE; CHICANOS

THE PAPER DIFFERENTIATES BETWEEN RELATIVE AND COMPARATIVE DEPRIVATION BY RELATING THE FIRST TO DISTRIBUTIVE JUSTICE AND THE SECOND TO SOCIAL JUSTICE. EXAMINING CHICANO HEALTH, HOUSING, AND EDUCATION PROBLEMS, THE ARTICLE CONCLUDES THAT, FOR CHICANOS AND BLACKS, THE "ADMINISTRATION OF JUSTICE" MEANS THE PERPETUATION OF INJUSTICE. (NQ)

JOURNAL CITATION: AZTLAN; 4; 1; 123-36

ACCESSION NUMBER: EJ099996

PUBLICATION DATE: SPR 73

TITLE: THE DEVELOPMENT OF THE CHICANO MOVEMENT IN LOS ANGELES FROM 1967 TO 1969

PERSONAL AUTHOR: ROSEN, GERALD

DESCRIPTOR: *DEMONSTRATIONS (CIVIL); *MEXICAN AMERICANS; *ORGANIZATIONS (GROUPS); *ACTIVISM; CHANGE STRATEGIES; DEVELOPMENT; MODERN HISTORY; SCHOOL BOYCOTTS; SOCIAL STUDIES; URBAN YOUTH; YOUTH LEADERS

IDENTIFIER: *LOS ANGELES; CHICANO MOVEMENT

JOURNAL CITATION: AZTLAN; 4; 1; 155-83

ACCESSION NUMBER: EJ099997

PUBLICATION DATE: SPR 73

TITLE: TOWARDS AN UNDERSTANDING OF THE CHICANO EXPERIENCE

PERSONAL AUTHOR: MADRID-BARELA, ARTURO

DESCRIPTOR: *CULTURAL BACKGROUND; *GROUP EXPERIENCE; *MEXICAN AMERICANS; *SOCIAL DISCRIMINATION; CULTURE CONFLICT; COMPREHENSION DEVELOPMENT; DISADVANTAGED GROUPS; EQUAL PROTECTION; ETHNOCENTRISM; HISTORY; SOCIOECONOMIC STATUS; VALUES

IDENTIFIER: IMMIGRATION

JOURNAL CITATION: AZTLAN; 4; 1; 185-93

ACCESSION NUMBER: EJ100168

PUBLICATION DATE: JUN 74

TITLE: ETHNIC DIFFERENCES IN DELAY OF GRATIFICATION

PERSONAL AUTHOR: PRICE-WILLIAMS, D. R.; RAMIREZ, M., III

DESCRIPTOR: *REWARDS; *NEED GRATIFICATION; *ETHNIC GROUPS; RACIAL DIFFERENCES; SOCIOECONOMIC INFLUENCES; CULTURAL FACTORS; MEXICAN AMERICANS; NEGROES

RESULTS FROM QUESTIONS RELATED TO THE PROBLEM OF ACCEPTING A SMALL REWARD IMMEDIATELY OR WAITING FOR A BIGGER REWARD SHOWED THAT AT THE FOURTH GRADE LEVEL BLACK AND MEXICAN-AMERICAN CHILDREN WERE MORE PRONE THAN ANGLO CHILDREN TO ACCEPT THE IMMEDIATE GRATIFICATION. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF SOCIAL PSYCHOLOGY; 93; 1; 23-30

ACCESSION NUMBER: EJ100227

PUBLICATION DATE: APR 74

TITLE: MEXICAN-AMERICANS

PERSONAL AUTHOR: HELMS, LUISA

DESCRIPTOR: *MEXICAN AMERICANS; *ATTITUDES; *HEALTH; *MENTAL HEALTH; FAMILY ROLE; MEDICAL TREATMENT

THIS ARTICLE DISCUSSES THE MEXICAN-AMERICAN'S APPROACH TO PHYSICAL AND MENTAL HEALTH FROM A SOCIOCULTURAL POINT OF VIEW. (JA)

JOURNAL CITATION: JOURNAL OF THE AMERICAN COLLEGE HEALTH ASSOCIATION; 22; 4; 269-71

ACCESSION NUMBER: EJ100296

PUBLICATION DATE: SUM 74

TITLE: THE SAT PREDICTION OF GRADES FOR MEXICAN-AMERICAN VERSUS ANGLO-AMERICAN STUDENTS AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE

PERSONAL AUTHOR: GOLDMAN, ROY D.; RICHARDS REGINA

DESCRIPTOR: *GRADE PREDICTION; *MEXICAN AMERICANS; *TEST BIAS; *PREDICTIVE VALIDITY; ANGLO AMERICANS; TEST RELIABILITY; CULTURAL FACTORS; PREDICTIVE ABILITY (TESTING); COLLEGE FRESHMEN

IDENTIFIER: *SCHOLASTIC APTITUDE TEST (SAT)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL MEASUREMENT; 2; 2; 129-136

ACCESSION NUMBER: EJ100873

PUBLICATION DATE: SPR 74

TITLE: "BILINGUALISM IN THE SOUTHWEST": A REVIEW

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *BILINGUAL EDUCATION; *AMERICAN INDIANS; *SPANISH AMERICANS; *SPANISH SPEAKING; BILINGUALISM; LINGUISTICS; APPLIED LINGUISTICS; ENGLISH (SECOND LANGUAGE); EDUCATIONAL RESEARCH; SPANISH CULTURE

IDENTIFIER: *SOUTHWESTERN UNITED STATES

JOURNAL CITATION: RESEARCH IN THE TEACHING OF ENGLISH; 8; 1; 69-74

ACCESSION NUMBER: EJ101337

PUBLICATION DATE: JUL 74

TITLE: ETHNIC IDENTITY AND PSYCHOCULTURAL ADAPTATION OF SPANISH-SPEAKING FAMILIES

PERSONAL AUTHOR: COHEN, LUCY M.; FERNANDEZ, CARMEN L.

DESCRIPTOR: *CULTURE CONFLICT; *BICULTURALISM; *SOCIAL DIFFERENCES; *SPANISH SPEAKING; *SELF CONCEPT

EXAMINES THE WAY THE SPANISH-SPEAKING COMMUNITY IN WASHINGTON, D. C., ADAPTS TO URBAN LIFE IN THE UNITED STATES WHILE TRYING TO RETAIN ITS IDENTITY AND CULTURAL HERITAGE. (AUTHOR)

JOURNAL CITATION: CHILD WELFARE; 53; 7; 413-422

ACCESSION NUMBER: EJ101394

PUBLICATION DATE: AUG 74

TITLE: THE EXCLUSIONIST MELTING POT IDEOLOGY OF THE UNITED STATES

PERSONAL AUTHOR: RAMIREZ, MANUEL, III

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL ASSESSMENT; *ENGLISH (SECOND LANGUAGE); *EDUCATIONAL PROGRAMS; *MEXICAN AMERICANS; CULTURE CONFLICT; HISTORY; PROGRAM CONTENT

JOURNAL CITATION: CHICANO EDUCATION DIGEST; 1; 1; 16-21

ACCESSION NUMBER: EJ101395

PUBLICATION DATE: APR 74

TITLE: VALUE ORIENTATIONS AMONG MEXICAN AMERICANS IN A SOUTHWESTERN CITY

PERSONAL AUTHOR: CHANDLER, CHARLES R.

DESCRIPTOR: *ACTIVITIES; *MEXICAN AMERICANS; *OCCUPATIONAL CHOICE; *VALUES; *FAMILY LIFE; FEMALES; MALES; RELATIONSHIP; URBAN STUDIES

IDENTIFIER: SOUTHWEST

VALUE ORIENTATION QUESTIONS RELATED TO ACTIVITY, INTEGRATION WITH KIN, TRUST, AND OCCUPATIONAL PRIMACY WERE ASKED OF A RANDOM SAMPLE OF 300 MEXICAN AMERICAN MEN AND WOMEN IN A SOUTHWESTERN URBAN SETTING. RESULTS ARE DISCUSSED IN RELATION TO OTHER STUDIES AND IN LIGHT OF "MODERNISM" THEORY. (KM)

JOURNAL CITATION: SOCIOLOGY AND SOCIAL RESEARCH; 58; 3; 262-71

ACCESSION NUMBER: EJ101406

PUBLICATION DATE: SPR 74

TITLE: HIGHLIGHTS OF YAQUI HISTORY

PERSONAL AUTHOR: SPICER, EDWARD H.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN HISTORY; *DEVELOPED NATIONS; *MEXICAN AMERICAN HISTORY; CULTURAL BACKGROUND; MAPS; POLITICS; REVOLUTION; TREATIES

IDENTIFIER: *YAQUIS

ASTRIDE AN INTERNATIONAL BOUNDARY, YAQUI INDIANS HAVE MADE THEMSELVES FELT IN IMPORTANT WAYS IN BOTH MEXICO AND THE UNITED STATES. THE ARTICLE DISCUSSES THE FAIRLY DETAILED RECORD OF THE UNIQUE YAQUI EXPERIENCE DURING THE PAST 450 YEARS. (KM)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 2; 2-9,53

ACCESSION NUMBER: EJ101868

PUBLICATION DATE: SPR 74

TITLE: THE CHICANA AND THE WOMEN'S RIGHTS MOVEMENT: A PERSPECTIVE

PERSONAL AUTHOR: NIETO, CONSUELO

DESCRIPTOR: *MEXICAN AMERICANS; *ETHNIC GROUPS; *FEMINISM; *SEX DISCRIMINATION; SOCIAL ACTION; CULTURAL PLURALISM; EQUAL OPPORTUNITIES (JOBS); CULTURAL DIFFERENCES; CULTURAL AWARENESS

DISCUSSES THE SENSITIVE AND DIFFICULT POSITION OF THE CHICANO WOMAN WHO IS CONCERNED WITH SUPPORTING HER BROTHER'S EFFORTS TO ATTAIN SOCIAL EQUALITY, BUT WHO IS ALSO STRIVING TO SECURE HER OWN SOCIAL EQUALITY AND PERSONAL FULFILLMENT. (AUTHOR/SF)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 3; 36-42

ACCESSION NUMBER: EJ101961

PUBLICATION DATE: AUG/SEP 74

TITLE: A CARNIVAL OF BILINGUAL LEARNING

PERSONAL AUTHOR: MONTGOMERY, LINDA

DESCRIPTOR: *BILINGUALISM; *PROGRAM DEVELOPMENT; *MEXICAN AMERICANS; *PUBLIC TELEVISION; *SELF CONCEPT; EDUCATIONAL FINANCE; EDUCATIONAL OBJECTIVES; LANGUAGE SKILLS

IDENTIFIER: *CARRASCOLENDAS

"CARRASCOLENDAS," LAUNCHED AS A HOME-GROWN TV PROGRAM FOR CHICANO CHILDREN IN TEXAS, HAS BLOSSOMED INTO A FULL-BLOWN NATIONAL SERIES. (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 10; 7; 34-7

ACCESSION NUMBER: EJ102123

PUBLICATION DATE: JUL/AUG 74

TITLE: MAKING IT

PERSONAL AUTHOR: INGRAM, THEODORE; ROBINSON, CLARENCE L.

DESCRIPTOR: *OCCUPATIONAL ASPIRATION; *TECHNICAL EDUCATION; *MINORITY GROUPS; *EMPLOYMENT OPPORTUNITIES; *DISADVANTAGED YOUTH; NEGROES; SPANISH SPEAKING; FEMALES; TEACHER EDUCATION; VOCATIONAL COUNSELING

PROGRESS, PROBLEMS, AND SOLUTIONS FOR MINORITY GROUPS--INCLUDING WOMEN--IN TECHNICAL EDUCATION ARE RECOUNTED BY THE AUTHORS, WHO URGE COLLEGES FOR TECHNICAL EDUCATORS TO DEVISE COURSES AND INTERNSHIPS WHICH FOCUS ON TECHNICAL EDUCATION FOR MINORITY GROUPS AND THE DISADVANTAGED. (AJ)

JOURNAL CITATION: TECHNICAL EDUCATION REPORTER; 1; 2; 50-5

ACCESSION NUMBER: EJ103030

PUBLICATION DATE: JUL 74

TITLE: ETHNICITY, SOCIOECONOMIC STATUS, AND THE ETIOLOGY OF PSYCHOLOGICAL DISTRESS

PERSONAL AUTHOR: ANTUNES, GEORGE; AND OTHERS

DESCRIPTOR: *ETHNIC GROUPS; *ETIOLOGY; *MENTAL HEALTH; *PSYCHOLOGICAL CHARACTERISTICS; *SOCIOECONOMIC STATUS; ANGLO AMERICANS; MEXICAN AMERICANS; NEGROES; RESEARCH DESIGN

JOURNAL CITATION: SOCIOLOGY AND SOCIAL RESEARCH; 58; 4; 361-8

ACCESSION NUMBER: EJ103066

PUBLICATION DATE: SEP 73

TITLE: PROJECT SUN (SPANISH, UTE, NAVAJO)

PERSONAL AUTHOR: MARTINEZ, JESUS D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *MULTILINGUALISM; *PROGRAM DESCRIPTIONS; *PRIMARY GRADES; *SPANISH SPEAKING; BILINGUAL TEACHERS; COMMUNITY INVOLVEMENT; ENGLISH INSTRUCTION; INSERVICE TEACHER EDUCATION; MULTICULTURAL TEXTBOOKS; MONOLINGUALISM; RESERVATIONS (INDIAN); SECOND LANGUAGES

IDENTIFIER: NAVAJOS; UTES

AS PART OF THE SOUTHWEST BOARD OF COOPERATIVE SERVICES, PROJECT SUN (SPANISH, UTE, NAVAJO) IS A MULTILINGUAL, MULTICULTURAL PROGRAM FOR CHILDREN IN GRADES K-3. (KM)

JOURNAL CITATION: EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2; 2; 14-16

ACCESSION NUMBER: EJ103335

PUBLICATION DATE: SUM 74

TITLE: THE VALIDITY OF THE HNTLA FOR EVALUATION OF THE ABILITIES OF BILINGUAL CHILDREN

PERSONAL AUTHOR: SHUTT, DAROLD L.; HANNON, THOMAS A.

DESCRIPTOR: *BILINGUAL STUDENTS; *TEST VALIDITY; *SPECIAL EDUCATION; *INTELLIGENCE TESTS; *PLACEMENT; NAVAHO; MEXICAN AMERICANS; ELEMENTARY SCHOOL STUDENTS; CORRELATION

IDENTIFIER: *HISKEY NEBRASKA TEST OF LEARNING APTITUDE; HNTLA

JOURNAL CITATION: EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT; 34; 2; 429-32

ACCESSION NUMBER: EJ103397

PUBLICATION DATE: F 74

TITLE: COPING IN A NEW ENVIRONMENT: MEXICAN AMERICANS IN MILWAUKEE, WISCONSIN

PERSONAL AUTHOR: MATTHIASSON, CAROLYN J.

DESCRIPTOR: *URBAN POPULATION; *MIGRANTS; *MEXICAN AMERICANS; *ADJUSTMENT (TO ENVIRONMENT); *CULTURAL FACTORS; PROBLEM SOLVING; SURVEYS; LABORERS; INDUSTRIAL PERSONNEL

IDENTIFIER: WISCONSIN

EXAMINES MODES OF ADJUSTMENT OF A MEXICAN-AMERICAN POPULATION TO A CHANGED LIFE-STYLE; A WORKING-CLASS SAMPLE WAS SURVEYED IN MILWAUKEE, WISCONSIN TO DETERMINE THE EXTENT TO WHICH MEXICAN-AMERICANS RELIED ON TRADITIONAL PATTERNS OF MANAGING SOCIAL OR ECONOMIC PROBLEMS. (AUTHOR/JM)

JOURNAL CITATION: URBAN ANTHROPOLOGY; 3; 2; 262-277

ACCESSION NUMBER: EJ103949

PUBLICATION DATE: W 73

TITLE: PREDICTING READING ACHIEVEMENT OF SPANISH-SPEAKING FIRST GRADE CHILDREN

PERSONAL AUTHOR: FOWLER, ELAINE D.

DESCRIPTOR: *READING ACHIEVEMENT; *SPANISH SPEAKING; *PREDICTIVE ABILITY (TESTING); *READING SKILLS; ELEMENTARY EDUCATION; GRADE 1

DETERMINES THE LISTENING CAPACITY OF SPANISH-SPEAKING FIRST GRADE CHILDREN AS MEASURED BY SUBTESTS OF THE METROPOLITAN ACHIEVEMENT TEST, PRIMARY I BATTERY. (RB)

JOURNAL CITATION: READING IMPROVEMENT; 10; 3; 7-11

ACCESSION NUMBER: EJ103968

PUBLICATION DATE: SPR 74

TITLE: BILINGUAL ETHNIC TEACHERS AN ANSWER TO ILLITERACY AND DROP-OUT PROBLEMS

PERSONAL AUTHOR: RINCON, ERMINIA; RAY, ROSE

DESCRIPTOR: *BILINGUALISM; *ILLITERACY; *DROPOUT PROBLEMS; *MINORITY GROUP TEACHERS; *EDUCATIONAL RESEARCH; SPANISH SPEAKING; ELEMENTARY EDUCATION

SUGGESTS THAT DROPOUT AND ILLITERACY PROBLEMS MAY BE BASED ON A REFUSAL TO CONSIDER THE ROLE OF LANGUAGE AND CULTURE IN THE LEARNING PROCESS AND TOO MUCH EMPHASIS ON WHITE MIDDLE-CLASS CHILDREN AS MODELS OF SUCCESS. (RB)

JOURNAL CITATION: READING IMPROVEMENT; 11; 1; 34-46

ACCESSION NUMBER: EJ104534

PUBLICATION DATE: SEP 74

TITLE: SPECIAL REPORT: SALALM IN TEXAS

PERSONAL AUTHOR: FREUDENTHAL, JUAN R.

DESCRIPTOR: *LIBRARY COLLECTIONS; *SPANISH AMERICAN LITERATURE; CONFERENCE REPORTS; LATIN AMERICAN CULTURE

IDENTIFIER: *SEMINAR ACQUISITION LATIN AMERICAN LIBRARY MATERIA; SALALM

THE NINETEENTH SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS IS DESCRIBED. (PF)

JOURNAL CITATION: WILSON LIBRARY BULLETIN; 49; 1: 80

ACCESSION NUMBER: EJ104665

PUBLICATION DATE: SEP 74

TITLE: GROUP MEASURE OF LOCUS OF CONTROL

PERSONAL AUTHOR: GRUEN, GERALD E.; AND OTHERS

DESCRIPTOR: *LOCUS OF CONTROL; *ELEMENTARY SCHOOL STUDENTS; *NEGROES; *CAUCASIANS; *SPANISH AMERICANS; RACIAL DIFFERENCES; CULTURAL FACTORS; SEX DIFFERENCES; SOCIOECONOMIC INFLUENCES; GRADE POINT AVERAGE

OVER 1,000 BLACK, WHITE, AND SPANISH, MODERATELY DISADVANTAGED AND AFFLUENT CHILDREN FROM GRADES 2, 4, AND 6 WERE GIVEN THE GRUEN, KORTE, STEPHENS INTERNAL-EXTERNAL SCALE. RESULTS ARE DISCUSSED IN TERMS OF ETHNIC, SOCIOECONOMIC AND SEX DIFFERENCES, AND SCORE RELATION TO GRADE POINT AVERAGE.

JOURNAL CITATION: DEVELOPMENTAL PSYCHOLOGY; 10; 5; 683-686

ACCESSION NUMBER: EJ104745

PUBLICATION DATE: SPR 74

TITLE: A BACKWARD GLANCE AT SELF-IDENTIFICATION OF BLACKS AND CHICANOS

PERSONAL AUTHOR: LOOMIS, CHARLES P.

DESCRIPTOR: *CHANGING ATTITUDES; *ETHNIC ORIGINS; *MEXICAN AMERICANS; *NEGROES; *SELF CONCEPT; ACTIVISM; CIVIL RIGHTS; HISTORY; HUMAN DEVELOPMENT; INDIVIDUAL POWER

JOURNAL CITATION: RURAL SOCIOLOGY; 39; 1; 96

ACCESSION NUMBER: EJ105060

PUBLICATION DATE: MAY-JUN 74

TITLE: PROBLEMS AND ALTERNATIVES IN TESTING MEXICAN-AMERICAN STUDENTS

PERSONAL AUTHOR: CERVANTES, ROBERT

DESCRIPTOR: *MEXICAN AMERICANS; *EDUCATIONAL TESTING; *STANDARDIZED TESTS; *TEST CONSTRUCTION; *TEST BIAS; MINORITY GROUP CHILDREN; TESTING PROBLEMS; ACHIEVEMENT TESTS; INTELLIGENCE TESTS; CULTURAL FACTORS

ARGUES THAT THE BASIC PROBLEM WITH STANDARDIZED TESTS TO TEST MEXICAN AMERICAN STUDENTS IS THAT THEY LACK "ETHNIC VALIDITY": THEY DO NOT ACCURATELY OR APPROPRIATELY ACCOUNT FOR CULTURAL, LINGUISTIC, OR EXPERIENTIAL ETHNIC DIFFERENCES. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 12; 3; 33-37

ACCESSION NUMBER: EJ105069

PUBLICATION DATE: MAY 74

TITLE: ATTITUDES TOWARD EDUCATION AND THE ABSORPTION OF IMMIGRANT MEXICAN-AMERICANS AND NEGROES IN RACINE

PERSONAL AUTHOR: SHANNON, LYLE W.; MCKIM, JUDITH L.

DESCRIPTOR: *SOCIAL INTEGRATION; *ACCULTURATION; *MIGRANTS; *EDUCATIONAL ATTITUDES; *LONGITUDINAL STUDIES; RACIAL INTEGRATION; MEXICAN AMERICANS; NEGROES; SURVEYS

IDENTIFIER: *WISCONSIN

USES DATA DRAWN FROM A LONGITUDINAL STUDY TO EXAMINE THE SEVERAL VIEWPOINTS FROM WHICH THE DEGREE OF SUCCESS (AS MEASURED BY ABSORPTION AND INTEGRATION) A MINORITY GROUP FAMILY WILL HAVE AFTER DECIDING TO LEAVE AN AGRICULTURAL OR MIGRANT ECONOMY MAY BE CONSIDERED. (AUTHOR/JM)

JOURNAL CITATION: EDUCATION AND URBAN SOCIETY; 6; 3; 333-354

ACCESSION NUMBER: EJ105075

PUBLICATION DATE: SEP 74

TITLE: CHICANOS PUSH BILINGUAL EDUCATION

PERSONAL AUTHOR: GAILLARD, FRYE

DESCRIPTOR: *EDUCATIONAL NEEDS; *MEXICAN AMERICANS; *BILINGUAL EDUCATION; *EDUCATIONAL CHANGE; DISADVANTAGED YOUTH; SPANISH SPEAKING; STATE GOVERNMENT; PUBLIC POLICY; POLITICAL ISSUES

IDENTIFIER: *COLORADO

EXAMINES THE ACTIVITIES IN SEVERAL TOWNS IN WESTERN COLORADO OF THE CHICAGO EDUCATION PROJECT, AN ORGANIZATION WHICH ATTEMPTS TO MAKE COLORADO SCHOOLS MORE RESPONSIVE TO CHICANO STUDENTS BY INCREASING THE NUMBER OF BILINGUAL/BICULTURAL CLASSES AND THE NUMBER OF CHICANO TEACHERS. (JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 5; 17; 4-6

ACCESSION NUMBER: EJ105124

PUBLICATION DATE: JUN 74

TITLE: COGNITIVE STYLES OF CHILDREN OF THREE ETHNIC GROUPS IN THE UNITED STATES

PERSONAL AUTHOR: RAMIREZ, MANUEL, III; PRICE-WILLIAMS, DOUGLASS R.

DESCRIPTOR: *CULTURAL DIFFERENCES; *COGNITIVE PROCESSES; *CROSS CULTURAL STUDIES; *PERCEPTION; *SEX DIFFERENCES; MEXICAN AMERICANS; NEGRO STUDENTS; ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; CAUCASIAN STUDENTS

ANGLO, BLACK, AND MEXICAN-AMERICAN CHILDREN WERE TESTED WITH THE PORTABLE ROD AND FRAME TEST; THE RESULTS SHOWED THAT BLACK AND MEXICAN-AMERICAN CHILDREN, AND FEMALES IN ALL THREE GROUPS, SCORED IN A SIGNIFICANTLY MORE FIELD-DEPENDENT DIRECTION THAN ANGLO CHILDREN. (AUTHOR/JM)

JOURNAL CITATION: JOURNAL OF CROSS-CULTURAL PSYCHOLOGY; 5; 2; 212-219

ACCESSION NUMBER: EJ105242

PUBLICATION DATE: NOV 74

TITLE: THIS WAY TO "VILLA ALEGRE"

PERSONAL AUTHOR: ELWELL, RICHARD

DESCRIPTOR: *PUBLIC TELEVISION; *EDUCATIONAL TELEVISION; *CHILD DEVELOPMENT; *EDUCATIONAL OBJECTIVES; *SPANISH SPEAKING; BILINGUALISM; MINORITY GROUPS; SELF ESTEEM; PILOT PROJECTS

IDENTIFIER: *VILLA ALLEGRE

IT'S A HAPPY VILLAGE POPULATED BY FOLKS WHO SPEAK BOTH SPANISH AND ENGLISH, AND BOYS AND GIRLS CAN NOW VISIT IT VIA PUBLIC TELEVISION. (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 10; 9; 12-5

ACCESSION NUMBER: EJ105384

PUBLICATION DATE: NOV 74

TITLE: CAREER-ORIENTED APPROACH TO BOOKKEEPING/ACCOUNTING

PERSONAL AUTHOR: MERRICK, NORMAN; CHICKADONZ, LAVON

DESCRIPTOR: *BOOKKEEPING; *ACCOUNTING; *CAREER PLANNING; *JOB SKILLS; BUSINESS EDUCATION; SPANISH SPEAKING; UNITS OF STUDY (SUBJECT FIELDS); INDIVIDUALIZED INSTRUCTION; CORE COURSES; TEACHING TECHNIQUES

IDENTIFIER: *PROGRAM APPROACH

THE LOS ANGELES UNIFIED SCHOOL DISTRICT IMPLEMENTED THE "PROGRAM" APPROACH TO THE TEACHING OF BOOKKEEPING AND ACCOUNTING IN A PREDOMINANTLY SPANISH SPEAKING SCHOOL WHERE THERE HAD BEEN A SIGNIFICANT DECREASE IN ENROLLMENT IN BOOKKEEPING CLASSES. (BP)

JOURNAL CITATION: BUSINESS EDUCATION FORUM; 29; 2; 18-20

ACCESSION NUMBER: EJ105810

PUBLICATION DATE: OCT 74

TITLE: 'LA ESCUELITA' -- BILINGUAL SCHOOL

PERSONAL AUTHOR: ZIRKEL, PERRY A.; DE CASTEJON, SANDRA

DESCRIPTOR: *BILINGUAL SCHOOLS; *COMMUNITY SCHOOLS; *CURRICULUM; *PROGRAM DESCRIPTIONS; *SPANISH SPEAKING; BILINGUAL EDUCATION; ELEMENTARY SCHOOLS

IN HARTFORD, CONNECTICUT, THE ANN STREET BILINGUAL COMMUNITY SCHOOL PROVIDES SPECIALIZED SERVICES TO OVER 300 SPANISH-SPEAKING STUDENTS FROM PRESCHOOLERS TO PARENTS. DESCRIBES THE SCHOOL AND ITS PROGRAMS. (JF)

JOURNAL CITATION: SCHOOL MANAGEMENT; 18; 8; 16-17,19,27

ACCESSION NUMBER: EJ105907

PUBLICATION DATE: SEP 74

TITLE: CLASSROOM INSTRUCTION FOR YOUNG SPANISH SPEAKERS

PERSONAL AUTHOR: EVANS, JOYCE; GUEVARA, A. E.

DESCRIPTOR: *EXCEPTIONAL CHILD EDUCATION; *MINORITY GROUPS; *MEXICAN AMERICANS; *TEACHING METHODS; *INSTRUCTIONAL MATERIALS; DISADVANTAGED YOUTH; BILINGUAL STUDENTS; EDUCATIONAL NEEDS; TEACHER CHARACTERISTICS; CULTURAL BACKGROUND

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 41; 1; 16-9

ACCESSION NUMBER: EJ106016

PUBLICATION DATE: JUN 74

TITLE: NATURAL SEQUENCES IN CHILD SECOND LANGUAGE ACQUISITION

PERSONAL AUTHOR: DULAY, HEIDI C.; BURT, MARINA K.

DESCRIPTOR: *SECOND LANGUAGE LEARNING; *LANGUAGE DEVELOPMENT; *CHILD LANGUAGE; *ENGLISH (SECOND LANGUAGE); PSYCHOLINGUISTICS; SPANISH SPEAKING; CHINESE

REPORTS ON AN INVESTIGATION IN WHICH THE ACQUISITION SEQUENCES OF ELEVEN ENGLISH FUNCTORS WERE COMPARED FOR NATIVE CHINESE- AND SPANISH-SPEAKING CHILDREN LEARNING ENGLISH. PROVIDES STRONG SUPPORT FOR THE EXISTENCE OF UNIVERSAL CHILD LANGUAGE LEARNING STRATEGIES. (PP)

JOURNAL CITATION: LANGUAGE LEARNING; 24: 1; 37-53

ACCESSION NUMBER: EJ106020

PUBLICATION DATE: JUN 74

TITLE: ZOMBIES AND OTHER PROBLEMS: THEORY AND METHOD IN RESEARCH ON BILINGUALISM

PERSONAL AUTHOR: JOHNSON, NANCY A.

DESCRIPTOR: *LINGUISTIC THEORY; *BILINGUALISM; *LANGUAGE DEVELOPMENT; *LANGUAGE RESEARCH; DATA ANALYSIS; TESTING; SECOND LANGUAGE LEARNING; ENGLISH; SPANISH SPEAKING

IDENTIFIER: WHORF HYPOTHESIS

SEVERAL THEORIES ON BILINGUALISM ARE STUDIED AND COMPARED. (PP)

JOURNAL CITATION: LANGUAGE LEARNING; 24; 1; 105-133

ACCESSION NUMBER: EJ106262

PUBLICATION DATE: SEP-OCT 74

TITLE: BARRIO SCHOOL MURALS

PERSONAL AUTHOR: ROMOTSKY, JERRY: ROMOTSKY, SALLY ROBERTSON

DESCRIPTOR: *CREATIVE ART: *URBAN AREAS: *MEXICAN AMERICANS: *COCURRICULAR ACTIVITIES: ELEMENTARY SCHOOLS: JUNIOR HIGH SCHOOLS: HIGH SCHOOLS

IDENTIFIER: MURALS

AN EFFORT TO DECREASE GRAFFITI IN THE CHICANO NEIGHBORHOODS OF GREATER LOS ANGELOS HAS RESULTED IN A VARIETY OF DECORATIVE MURAL PAINTINGS ON THE EXTERIOR WALLS OF SCHOOLS. (CS)

JOURNAL CITATION: CHILDREN TODAY: 3: 5: 16-19

ACCESSION NUMBER: EJ106283

PUBLICATION DATE: SEP 74

TITLE: SPECIAL COMPETENCIES FOR TEACHERS OF PRESCHOOL CHICANO CHILDREN: RATIONALE, CONTENT, AND ASSESSMENT

PERSONAL AUTHOR: CASTILLO, MAX S.: CRUZ, JOSUE, JR.

DESCRIPTOR: *PRESCHOOL TEACHERS; *MEXICAN AMERICANS: *TEACHER EVALUATION; *CULTURAL AWARENESS; *PERFORMANCE BASED TEACHER EDUCATION; TEACHING SKILLS: PARENT PARTICIPATION: SELF CONCEPT; VERBAL COMMUNICATION; BILINGUAL EDUCATION: SCHOOL COMMUNITY RELATIONSHIP

COMPETENCY-BASED CRITERIA IN CHICANO PRESCHOOL TEACHER TRAINING AND CREDENTIALLING MUST BE SPECIFICALLY TAILORED TO THE MEXICAN AMERICAN CULTURE. PRESENTED ARE: (1) A SET OF SPECIFIC COMPETENCIES FOCUSING ON VERBAL AND INTERACTIONAL BEHAVIOR, SELF CONCEPT, AND PARENTAL INVOLVEMENT; AND (2) AN ASSESSMENT PROCESS FOR MEASURING TEACHER COMPETENCIES. (AUTHOR/SDH)

JOURNAL CITATION: YOUNG CHILDREN: 29: 6: 341-347

ACCESSION NUMBER: EJ106554

PUBLICATION DATE: F 74

TITLE: "THAT YOU DO UNTO ME"

PERSONAL AUTHOR: FLORES, PATRICK

DESCRIPTOR: *RELIGIOUS EDUCATION; *MEXICANS; *DISCRIMINATORY ATTITUDES (SOCIAL); *HUMAN DIGNITY; IMMIGRANTS; MEXICAN AMERICANS; BEHAVIOR; ECONOMICALLY DISADVANTAGED

THE AUTHOR DISCUSSES THE INHUMANE BEHAVIOR OF AMERICANS TOWARDS ILLEGAL MEXICAN IMMIGRANTS. THE CHRISTIAN ACTS OF CHARITY AND LOVE ARE STRESSED. (DE)

JOURNAL CITATION: NOTRE DAME JOURNAL OF EDUCATION; 5; 3; 275-280

ACCESSION NUMBER: EJ106738

PUBLICATION DATE: JUL 74

TITLE: SCHOOL FAILURE AND PARENTAL SCHOOL INVOLVEMENT IN AN ETHNICALLY MIXED SCHOOL: A SURVEY

PERSONAL AUTHOR: ANCHOR, KENNETH N.; ANCHOR, FELICIA N.

DESCRIPTOR: *EDUCATIONAL ALTERNATIVES; *ALTERNATIVE SCHOOLS; *PARENT TEACHER CONFERENCES; *PARENT SCHOOL RELATIONSHIP; *SCHOOL ROLE; MEXICAN AMERICANS; PARENT PARTICIPATION; COMMUNITY SCHOOLS

DATA UNOBTRUSIVELY COLLECTED FROM AN ETHNICALLY MIXED JUNIOR HIGH SCHOOL INDICATED THAT PARENTS OF CHILDREN WITH LOW SUCCESS WERE FEWER IN ATTENDANCE AT SCHEDULED PARENT-TEACHER CONFERENCES THAN PARENTS OF CHILDREN WITH RELATIVELY HIGH SCHOOL SUCCESS. THIS FINDING WAS MORE PRONOUNCED FOR MEXICAN-AMERICAN PARENTS. POSSIBLE ALTERNATIVES TO THE PRESENT EDUCATIONAL STRUCTURE AND ITS SUCCESS-FAILURE APPROACH TO ASSESSMENT ARE DISCUSSED. (EH)

JOURNAL CITATION: JOURNAL OF COMMUNITY PSYCHOLOGY; 2; 3; 265-267

ACCESSION NUMBER: EJ106841

PUBLICATION DATE: OCT 74

TITLE: THE CHICANO MOVEMENT AND THE POLITICIZATION OF CULTURE

PERSONAL AUTHOR: ROSEN, GERALD

DESCRIPTOR: *MEXICAN AMERICANS; *ETHNIC STUDIES; *CULTURAL FACTORS; *ETHNIC STEREOTYPES; ETHNIC GROUPS; RACE RELATIONS

IDENTIFIER: *CHICANOS

A CONSIDERATION OF THE DEVELOPMENT AND POLITICAL, CULTURAL, AND PSYCHOLOGICAL SIGNIFICANCE OF THE TERM "CHICANO" AND ITS CORRELATES (OTHER IN-GROUP AND OUT-GROUP TERMS), BASED ON INTERVIEWS WITH 31 ACTIVIST LEADERS OF THE CHICANO MOVEMENT IN LOS ANGELES DURING THE LATTER PART OF 1968 AND EARLY 1969. (EH)

JOURNAL CITATION: ETHNICITY; 1; 3; 279-294

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  - EJ099992

- CURRICULUM GUIDES
  - ED083999
  - ED096834
  - ED097162
- DANCE
  - EJ092987
- DATA COLLECTION
  - ED091110
- DAY CARE SERVICES
  - ED091073
- DEATH
  - ED091087
- DEFINITIONS
  - ED096042
- DELINQUENTS
  - ED098152
- DEMOGRAPHY
  - ED088626
  - ED091119
  - ED093733
  - ED096075
  - ED097181
  - ED097182
  - ED097184
- DEMONSTRATIONS (CIVIL)
  - EJ099996
- DEVELOPED NATIONS
  - EJ101406
- DIALECT STUDIES
  - EJ099353
- DISADVANTAGED GROUPS
  - ED090154
  - ED094041
  - EJ099995
- DISADVANTAGED YOUTH
  - ED088246
  - ED088638
  - ED089157
  - ED091451
  - EJ097033
  - EJ102123
- DISCRIMINATORY ATTITUDES (SOCIAL)
  - EJ092551
  - EJ106554
- DOCTORAL DEGREES
  - ED092030
- DRAMA
  - EJ099983
- DROPOUT PREVENTION
  - ED089157
  - ED089913
- DROPOUT PROBLEMS
  - EJ103968
- DROPOUT RESEARCH
  - ED091091
  - ED097940
- DROPOUTS
  - ED098152
- EARLY CHILDHOOD EDUCATION
  - ED092089
  - ED097157
  - ED097162
- ECONOMIC DISADVANTAGEMENT
  - ED089903
  - EJ099993
- ECONOMIC FACTORS
  - EJ099993
- EDUCABLE MENTALLY HANDICAPPED
  - EJ097955
- EDUCATION
  - ED088630
- EDUCATIONAL ALTERNATIVES
  - EJ106738
- EDUCATIONAL ANTHROPOLOGY
  - ED091109
  - ED091481
- EDUCATIONAL ASSESSMENT
  - ED089890
  - ED093910
  - ED097167
  - ED097177
  - EJ101394
- EDUCATIONAL ATTITUDES
  - ED093521
  - EJ105069
- EDUCATIONAL CHANGE
  - EJ105075
- EDUCATIONAL DIAGNOSIS
  - ED091411
- EDUCATIONAL DISADVANTAGEMENT
  - ED096086
- EDUCATIONAL FINANCE
  - ED087892
- EDUCATIONAL NEEDS
  - ED089890
  - ED096383
  - ED097181
  - ED097182
  - ED097184
  - EJ105075
- EDUCATIONAL OBJECTIVES
  - EJ105242
- EDUCATIONAL PHILOSOPHY
  - ED096041
- EDUCATIONAL POLICY
  - ED092295
  - EJ093428

- EDUCATIONAL PROBLEMS
  - ED096383
  - EJ095574
- EDUCATIONAL PROGRAMS
  - ED092265
  - ED097148
  - EJ099992
  - EJ101394
- EDUCATIONAL QUALITY
  - ED097177
- EDUCATIONAL RESEARCH
  - ED091753
  - EJ103968
- EDUCATIONAL SPECIFICATIONS
  - ED096046
  - ED096047
- EDUCATIONAL STRATEGIES
  - ED094860
- EDUCATIONAL TELEVISION
  - ED090968
  - ED091676
  - ED092089
  - EJ105242
- EDUCATIONAL TESTING
  - EJ105060
- EDUCATIONAL THEORIES
  - ED097157
- EDUCATIONALLY DISADVANTAGED
  - ED096046
  - ED096047
  - EJ097955
- ELEMENTARY GRADES
  - ED097138
  - EJ096238
- ELEMENTARY SCHOOL COUNSELING
  - EJ097667
- ELEMENTARY SCHOOL SCIENCE
  - ED092327
- ELEMENTARY SCHOOL STUDENTS
  - ED089852
  - ED089853
  - ED090335
  - ED090968
  - ED091107
  - ED092294
  - ED092619
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  - ED094861
  - ED096033
  - EJ093428
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  - EJ097669
  - EJ097672
  - EJ104685
- ELEMENTARY SCHOOLS
  - ED089900
  - ED091108
  - ED092640
  - EJ096059
- EMPLOYMENT OPPORTUNITIES
  - ED096040
  - EJ102123
- EMPLOYMENT PROBLEMS
  - EJ096047
- EMPLOYMENT PROGRAMS
  - ED096044
  - EJ097671
- ENGLISH
  - EJ096293
  - EJ096294
- ENGLISH (SECOND LANGUAGE)
  - ED088103
  - ED090415
  - ED090416
  - ED090417
  - ED091407
  - ED091753
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  - ED094569
  - ED095134
  - ED095142
  - ED096070
  - ED097373
  - EJ096238
  - EJ097989
  - EJ101394
  - EJ106016
- ENGLISH EDUCATION
  - ED097940
- ENGLISH INSTRUCTION
  - EJ092551
- ENROLLMENT
  - ED094620
- ENROLLMENT RATE
  - ED093728
- ENROLLMENT TRENDS
  - ED092030
- EQUAL EDUCATION
  - ED091099
- EQUATED SCORES
  - ED092619
- ETHNIC DISTRIBUTION
  - ED089901

ETHNIC GROUPS
ED088769
ED091109
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ETHNIC ORIGINS
ED091119
ED096075
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ETHNIC RELATIONS
ED093740
ETHNIC STEREOTYPES
EJ106841
ETHNIC STUDIES
ED090111
ED091458
ED092449
ED094803
EJ106841
ETIOLOGY
EJ103030
EVALUATION CRITERIA
ED097157
EXCEPTIONAL CHILD EDUCATION
EJ105907
EXCEPTIONAL CHILD RESEARCH
ED088246
ED090743
EJ097955
EXPECTATION
ED091093
EXPERIMENTAL PROGRAMS
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FAMILY (SOCIOLOGICAL UNIT)
ED088637
FAMILY LIFE
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FAMILY ROLE
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FEDERAL LEGISLATION
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ED096041
FEDERAL PROGRAMS
ED091110
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FEMALES
EJ099988
FEMINISM
EJ101868
FIELD STUDIES
ED094041
FINANCIAL SUPPORT
ED087892
FINE ARTS
ED088630
FOLLOWUP STUDIES
ED091091
FOREIGN STUDENTS
ED093521
FORMATIVE EVALUATION
ED091110
GEOGRAPHY
ED093733
GHETTOS
ED091481
GIFTED
ED090743
ED091411
GRADE PREDICTION
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GRADE 4
ED092327
GRADUATE STUDENTS
EJ095834
GRADUATE STUDY
ED094620
GRAPHIC ARTS
EJ095815
GROUP DISCUSSION
ED093001
GROUP EXPERIENCE
EJ099997
GROUPING PROCEDURES
EJ099994
HANDICAPPED STUDENTS
ED096086
HEALTH
EJ100227
HEALTH NEEDS
ED094041
HEALTH OCCUPATIONS EDUCATION
ED087892
HIGH SCHOOL STUDENTS
ED097148
HIGHER EDUCATION
ED089643
ED092030
ED094620
EJ097208

HISTORY
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HISTORY INSTRUCTION
ED093536
HUMAN DEVELOPMENT
ED092237
HUMAN DIGNITY
EJ106554
IDENTIFICATION
ED091411
IDENTIFICATION (PSYCHOLOGICAL)
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ILLITERACY
EJ103968
IMAGERY
EJ098286
IMMIGRATION INSPECTORS
EJ097188
INDIVIDUAL CHARACTERISTICS
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INDIVIDUAL DIFFERENCES
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INEQUALITIES
EJ099995
INFORMATION NEEDS
EJ099994
INFORMATION SERVICES
ED093304
INQUIRY TRAINING
ED094861
INSERVICE COURSES
ED097169
INSTITUTES (TRAINING PROGRAMS)
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INSTRUCTIONAL MATERIALS
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INSTRUCTIONAL PROGRAMS
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INTEGRATED CURRICULUM
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INTELLECTUAL DEVELOPMENT
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INTELLIGENCE DIFFERENCES
ED090335
INTELLIGENCE QUOTIENT
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INTELLIGENCE TESTS
ED092648
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EJ103335
INTERACTION PROCESS ANALYSIS
ED089900
INTERMODE DIFFERENCES
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INTERNATIONAL EDUCATION
ED093730
INTERPERSONAL RELATIONSHIP
ED093740
INVESTIGATIONS
ED089929
ITEM ANALYSIS
EJ092440
JOB SKILLS
EJ105384
JOB TRAINING
ED096040
ED096044
JOURNALISM
ED096383
JUNIOR HIGH SCHOOL STUDENTS
EJ093762
LABOR SUPPLY
ED097148
LAND USE
ED097137
LANGUAGE ARTS
ED089229
LANGUAGE DEVELOPMENT
ED088103
ED095700
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EJ094453
EJ106016
EJ106020
LANGUAGE FLUENCY
ED093528
EJ099058
LANGUAGE HANDICAPS
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EJ092093
EJ097667
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LANGUAGE INSTRUCTION
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ED095133
ED096834
ED097806
EJ096238

LANGUAGE PROFICIENCY
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LANGUAGE PROGRAMS
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LANGUAGE RESEARCH
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EJ106020
LANGUAGE ROLE
EJ097030
LANGUAGE SKILLS
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ED095410
ED097162
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EJ097989
LANGUAGE STYLES
EJ092442
LATIN AMERICAN CULTURE
ED093730
LAW ENFORCEMENT
EJ097188
LEARNING DIFFICULTIES
EJ092442
LEARNING MOTIVATION
ED091094
LEGENDS
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LIBRARIANS
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LIBRARY MATERIALS
ED092270
LIBRARY SERVICES
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ED093304
LINGUISTIC COMPETENCE
ED095700
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LINGUISTIC THEORY
EJ106020
LIPREADING
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LISTENING COMPREHENSION
EJ099058
LITERARY INFLUENCES
EJ096293
LITERATURE GUIDES
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LOCUS OF CONTROL
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EJ104685
LONGITUDINAL STUDIES
EJ105069
LOW INCOME
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MAJORITY ATTITUDES
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MANPOWER DEVELOPMENT
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ED096044
MANPOWER NEEDS
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MANUALS
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MATHEMATICS INSTRUCTION
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MEASUREMENT INSTRUMENTS
ED091753
MEDIA RESEARCH
ED092089
MENTAL DEVELOPMENT
EJ097033
MENTAL HEALTH
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MENTAL HEALTH PROGRAMS
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MENTAL TESTS
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MEXICAN AMERICAN HISTORY
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EJ099990
EJ101406
MEXICAN AMERICANS
ED088080
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EJ106283
EJ106841

MEXICANS
EJ106554

MICROTEACHING
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ED090416
ED090417

MIGRANT CHILD EDUCATION
ED093001

MIGRANT EDUCATION
ED097177

MIGRANT WELFARE SERVICES
ED097107

MIGRANT WORKERS
ED091134
EJ093438

MIGRANTS
- ED089903
- ED091141
- EJ095345
- EJ103397
- EJ105069

MIGRATION
- EJ097188

MINORITY GROUP CHILDREN
- EJ095574

MINORITY GROUP TEACHERS
- ED090147
- ED098226
- EJ096047
- EJ103968

MINORITY GROUPS
- ED087892
- ED088638
- ED089643
- ED090111
- ED092030
- ED092648
- ED093286
- ED093304
- ED093740
- ED094620
- ED095410
- ED095885
- ED096383
- ED097184
- EJ096047
- EJ102123
- EJ105907

MOBILITY
- ED093511

MODELS
- ED097157

MORPHOLOGY (LANGUAGES)
- ED095134

MOTIVATION
- ED089852
- EJ095399

MULTILINGUALISM
- EJ103066

MUSIC
- EJ092987
- EJ093188

MUSICAL COMPOSITION
- EJ093188

NATIVE SPEAKERS
- ED097806

NEED GRATIFICATION
- EJ100168

NEGRO ATTITUDES
- EJ097214

NEGRO CULTURE
- ED088279

NEGRO POPULATION TRENDS
- ED097147

NEGRO STUDENTS
- ED089901
- EJ092440

NEGROES
- ED091091
- ED092301
- ED097146
- ED097149
- EJ104685
- EJ104745

NEIGHBORHOOD
- ED088637

NUTRITION
- ED094041

OCCUPATIONAL ASPIRATION
- EJ102123

OCCUPATIONAL CHOICE
- EJ101395

OPEN PLAN SCHOOLS
- EJ096059

ORAL COMMUNICATION
- ED092327

ORAL ENGLISH
- ED091115
- ED094569
- EJ092548

ORGANIZATIONS (GROUPS)
- EJ099996

PAIRED ASSOCIATE LEARNING
- EJ098286

PARENT CHILD RELATIONSHIP
- ED089853
- EJ097617

PARENT EDUCATION
- ED089853
- ED092237
- ED094861

PARENT INFLUENCE
- ED094861

PARENT PARTICIPATION
- ED092237

PARENT SCHOOL RELATIONSHIP
- EJ106738

PARENT STUDENT RELATIONSHIP
- EJ092093

PARENT TEACHER CONFERENCES
- EJ106738

PARTICIPANT CHARACTERISTICS
  ED093728
PATIENTS (PERSONS)
  ED088626
PERCEPTION
  ED093001
  EJ098739
  EJ099990
  EJ105124
PERCEPTUAL DEVELOPMENT
  ED091094
PERFORMANCE BASED TEACHER EDUCATION
  ED091375
  ED095133
  ED095134
  ED095142
  ED098226
  EJ106283
PERFORMANCE CRITERIA
  ED098226
PERIODICALS
  ED092270
  ED097187
PERSONALITY STUDIES
  ED097121
PHILOSOPHY
  EJ093430
PHONEMICS
  ED088619
PHONOLOGY
  ED095700
PHYSICAL ENVIRONMENT
  ED091094
PLACEMENT
  EJ103335
POETRY
  EJ099983
POLICY FORMATION
  ED091082
POLITICAL ATTITUDES
  ED097153
POLITICAL ISSUES
  EJ095567
POLITICAL SCIENCE
  ED088769
POLITICAL SOCIALIZATION
  ED088769
  ED097153
POPULATION DISTRIBUTION
  ED096090
  ED097147
POPULATION GROWTH
  ED093733
  ED097147
POPULATION TRENDS
  ED091119
  ED093728
  ED096075
POVERTY RESEARCH
  ED097137
PREDICTIVE ABILITY (TESTING)
  ED088904
  EJ103949
PREDICTIVE VALIDITY
  ED088904
  EJ100296
PRESCHOOL CHILDREN
  ED097121
  EJ099260
PRESCHOOL PROGRAMS
  ED089864
PRESCHOOL TEACHERS
  EJ106283
PRIMARY GRADES
  ED089912
  ED091086
  ED091089
  EJ103066
PRIMARY SOURCES
  ED098111
PRINTING
  EJ095815
PROGRAM CONTENT
  ED096046
  ED096047
PROGRAM DESCRIPTIONS
  ED089853
  ED092265
  ED096086
  ED097169
  EJ096059
  EJ103066
  EJ105810
PROGRAM DEVELOPMENT
  ED096041
  EJ101961
PROGRAM EVALUATION
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  ED093911
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  - ED097169
  - ED097373
  - EJ096682
- PROGRAM IMPROVEMENT
  - ED091073
- PROGRAM PLANNING
  - ED089864
  - ED091082
- PROGRAMING (BROADCAST)
  - ED093286
- PRONUNCIATION
  - EJ092549
- PROSE
  - EJ099983
- PSYCHOLOGICAL CHARACTERISTICS
  - EJ103030
- PSYCHOLOGICAL SERVICES
  - ED091451
- PSYCHOLOGY
  - ED093740
- PUBLIC SCHOOLS
  - ED089901
  - ED096034
- PUBLIC TELEVISION
  - EJ101961
  - EJ105242
- PUERTO RICANS
  - EJ093841
  - EJ097208
- RACE RELATIONS
  - EJ095567
- RACIAL ATTITUDES
  - ED093740
- RACIAL COMPOSITION
  - ED096090
- RACIAL DIFFERENCES
  - EJ097617
- RACIAL DISCRIMINATION
  - ED092648
- RACIAL DISTRIBUTION
  - ED089643
  - ED089901
- RACIAL FACTORS
  - ED091082
- RACISM
  - ED091082
- RAW SCORES
  - ED092619
- READING
  - ED095488
- READING ACHIEVEMENT
  - ED089212
  - ED089229
  - EJ103949
- READING COMPREHENSION
  - ED089212
- READING IMPROVEMENT
  - EJ097669
- READING RESEARCH
  - ED089212
- READING SKILLS
  - EJ103949
- READING TESTS
  - ED092619
- REGIONAL DIALECTS
  - ED097806
- REINFORCEMENT
  - EJ097669
- RELATIONSHIP
  - ED093511
- RELEVANCE (EDUCATION)
  - ED096034
- RELIGIOUS EDUCATION
  - EJ106554
- RELOCATION
  - ED097107
- RESEARCH REVIEWS (PUBLICATIONS)
  - ED088246
- RESOURCE MATERIALS
  - ED091141
  - ED097138
- REVOLUTION
  - ED089911
- REWARDS
  - EJ100168
- ROLE PERCEPTION
  - ED088619
  - EJ099991
- RURAL AREAS
  - ED091099
- RURAL YOUTH
  - ED096090
  - EJ097617
- SCHOOL COMMUNITY RELATIONSHIP
  - ED091073
- SCHOOL DISTRICTS
  - ED097182
- SCHOOL ENVIRONMENT
  - ED092295
- SCHOOL ROLE
  - EJ095574
  - EJ106738
- SCIENTIFIC RESEARCH
  - ED094041
- SECOND LANGUAGE LEARNING
  - ED088103
  - ED091075
  - ED092265

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SECONDARY GRADES
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SECONDARY SCHOOL STUDENTS
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SELF CONCEPT
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SELF CONGRUENCE
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SELF ESTEEM
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SEX DIFFERENCES
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EJ105124
SEX DISCRIMINATION
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SHOP CURRICULUM
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SHORT STORIES
EJ096294
SMALL SCHOOLS
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SOCIAL BACKGROUND
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SOCIAL BEHAVIOR
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SOCIAL DIFFERENCES
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SOCIAL DISCRIMINATION
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EJ099997
SOCIAL ENVIRONMENT
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SOCIAL INTEGRATION
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SOCIAL ORGANIZATIONS
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SOCIAL PSYCHOLOGY
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SOCIAL REINFORCEMENT
ED089852

SOCIAL STATUS
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SOCIAL STRATIFICATION
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SOCIAL STUDIES
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SOCIAL STUDIES UNITS
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SOCIOCULTURAL PATTERNS
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SOCIOECONOMIC BACKGROUND
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SOCIOECONOMIC INFLUENCES
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SPANISH AMERICAN LITERATURE
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SPANISH AMERICANS
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- SPANISH CULTURE
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- SPANISH SPEAKING
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  - ED096070
  - ED096075
  - ED096089
  - ED097147
  - ED097167
  - ED097177
  - ED097373
  - ED097806
  - EJ092093
  - EJ093762
  - EJ093841
  - EJ096682
  - EJ097030
  - EJ097989
  - EJ100873
  - EJ101337
  - EJ103066
  - EJ103949
  - EJ105242
  - EJ105810
- SPECIAL EDUCATION
  - EJ103335
- SPEECH SKILLS
  - ED091676
- STANDARDIZED TESTS
  - ED093951
  - EJ105060
- STATE OF THE ART REVIEWS
  - ED093304
- STATISTICS
  - ED091119
  - ED096075
- STEREOTYPES
  - ED090172
  - ED097994
  - EJ099988
  - EJ099991
- STUDENT ADJUSTMENT
  - EJ097672
- STUDENT CHARACTERISTICS
  - ED089643
  - EJ097955
- STUDENT ENROLLMENT
  - ED093728
- STUDENT EVALUATION
  - ED097373
- STUDENT LOAN PROGRAMS
  - ED087892
- STUDENT MOTIVATION
  - ED095829
- STUDENT PLACEMENT
  - EJ097955
- STUDENT PROBLEMS
  - EJ092549
  - EJ092551
- STUDENT REACTION
  - EJ096294
- STUDENT RIGHTS
  - ED091099
- STUDENT TEACHER RELATIONSHIP
  - ED088627
  - ED089900
  - ED092294
- SYMPOSIA
  - ED096039
- SYNTAX
  - ED094569

- TABLES (DATA)
  - ED096090
  - ED097181
  - ED097184
- TEACHER ATTITUDES
  - ED090172
  - ED097994
- TEACHER EDUCATION
  - ED090147
  - ED090415
  - ED090416
  - ED090417
  - ED095142
  - EJ093428
- TEACHER EMPLOYMENT
  - EJ096047
- TEACHER EVALUATION
  - EJ106283
- TEACHER WORKSHOPS
  - ED090417
- TEACHING GUIDES
  - ED091458
- TEACHING METHODS
  - EJ105907
- TEACHING TECHNIQUES
  - ED093001
  - ED094860
  - EJ096238
- TECHNICAL EDUCATION
  - EJ102123
- TEENAGERS
  - ED091093
- TELEVISION
  - EJ094952
- TELEVISION RESEARCH
  - ED093286
- TELEVISION VIEWING
  - ED090968
- TEST BIAS
  - ED093951
  - EJ100296
  - EJ105060
- TEST CONSTRUCTION
  - EJ105060
- TEST RESULTS
  - ED093511
  - ED097373
- TEST VALIDITY
  - EJ103335
- TESTING PROBLEMS
  - ED093951
- THEATER ARTS
  - EJ093186
- TRAINING OBJECTIVES
  - ED096043
- TUTORING
  - ED095488
- UNITED STATES HISTORY
  - ED093536
- UNITS OF STUDY (SUBJECT FIELDS)
  - ED097162
- URBAN AREAS
  - EJ106262
- URBAN EDUCATION
  - ED091481
- URBAN POPULATION
  - EJ103397
- URBAN SCHOOLS
  - ED091451
- URBAN YOUTH
  - ED097167
- VALIDITY
  - ED089929
- VALUES
  - ED088627
  - EJ101395
- VOCATIONAL EDUCATION
  - ED095410
  - ED097148
- WORKING WOMEN
  - ED096044
- YOUTH EMPLOYMENT
  - EJ097671
- YOUTH OPPORTUNITIES
  - ED097146
  - ED097149
- YOUTH PROGRAMS
  - ED089157

PART IV: LIST OF STANDING ORDER
MICROFICHE COLLECTIONS
AND
ORDER FORMS FOR EDRS

DIRECTORY

of

ERIC MICROFICHE COLLECTIONS

(Arranged by Geographic Location)

As of July 1974

ERIC PROCESSING AND REFERENCE FACILITY

OPERATED FOR THE NATIONAL INSTITUTE OF EDUCATION
by Operations Research, Inc., Information Systems Division
4833 RUGBY AVENUE, SUITE 303, BETHESDA, MARYLAND 20014

0236a

INTRODUCTION

This Directory of ERIC Microfiche Collections is based primarily on the current "Standing Order" customer list of the ERIC Document Reproduction Service (EDRS). "Standing Order" customers are defined as those organizations which have placed orders/subscriptions with EDRS to receive, on a regular and continuous basis, the entire microfiche output (about 12,000 titles on 17,000 microfiche per year).

It must be understood, however, that the EDRS "Standing Order" list constantly fluctuates somewhat as new orders are placed, old orders are cancelled, or purchase orders run out (or are reactivated as a result of running out). In addition, there are a certain number of customers who, for internal accounting reasons, prefer to order on a month-by-month basis, rather than subscribe in advance for an entire year.

This Directory lists, therefore, a total of 1572 organizations which are currently receiving regular monthly shipments of ERIC microfiche from EDRS or which are otherwise known to possess extensive ERIC microfiche collections. "Ship To" addresses for their organizations are listed in a basic arrangement by geographic location, e.g., states of the United States--Alabama to Wyoming--followed by foreign organizations. Organizations are listed by city within each state.

Not all organizations appearing on this list are open to the public; nor do they all necessarily include complete collections of the earlier documents. Where there is any doubt as to the accessibility or extent of a given microfiche collection, it is advisable to make inquiries in advance of a visit.

This Directory has been prepared for the National Institute of Education (sponsors of ERIC) by the ERIC Processing and Reference Facility, as a reference for the use of the ERIC network, associated organizations, and other interested parties. Inquiries concerning this list can be addressed to the Facility at the address shown on the cover. However, inquiries concerning the availability of ERIC microfiche, on either a standing order or on-demand basis, should be addressed directly to EDRS at the following address:

ERIC Document Reproduction Service
Customer Service
P. O. Box 190
Arlington, Virginia 22210

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ERIC MICROFICHE COLLECTIONS

Alabama

Auburn University
Ralph Brown Draughton Library
Serials Department
Auburn, Alabama 36830

University of Alabama in Birmingham
University College Library
1919 7th Avenue, South
Birmingham, Alabama 35233

Jacksonville State University
Thomas Freeman Ramona Wood Library
Jacksonville, Alabama 36265

Livingston University
Julia Tutwiler Library
Livingston, Alabama 35470

University of South Alabama
307 Gaillard Drive
Mobile, Alabama 36608

Auburn University at Montgomery
Library
Montgomery, Alabama 36104

Alabama Agricultural and Mechanical University
Joseph F. Drake Memorial Library
Normal, Alabama 35762

Troy State University
Library
Troy, Alabama 36081

University of Alabama
Library
University, Alabama 35486

Alaska

University of Alaska
Southern Regional Center
2651 Providence Avenue
Anchorage, Alaska 99506

University of Alaska
Elmer E. Rasmuson Library
Fairbanks, Alaska 99701

Alaska State Library
Department of Education
State Capitol Building
Juneau, Alaska 99801

Arizona

Northern Arizona University
University Library
Flagstaff, Arizona 86001

Arizona State Department of Education
Research Coordinating Unit
1535 West Jefferson, 3rd Floor
Phoenix, Arizona 85013

Arizona State University
Library
Tempe, Arizona 85281

Pima College
Library
2202 W. Anklam Road
Tucson, Arizona 85709

University of Arizona
Library - Social Science Division
Tucson, Arizona 85721

Arkansas

Ouachita Baptist University
Riley Library
Arkadelphia, Arkansas 71923

State College of Arkansas
Torreyson Library
Conway, Arkansas 72032

University of Arkansas
University Library
Serials Department
Fayetteville, Arkansas 72701

University of Arkansas at Little Rock
33rd and University
Little Rock, Arkansas 72204

Arkansas Polytechnic College
Library
Russellville, Arkansas 72801

Arkansas State University
Dean B. Ellis Library
State University, Arkansas 72467

California

California State College - Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309

California State University - Chico
Library
Chico, California 95926

Claremont Colleges
Honnold Library
Documents Department
Claremont, California 91711

Contra Costa County Department of Education
Access Information Center
2371 Stanwell Drive
Concord, California 94520

California State College - Dominguez Hills
Library - Serials Department
1000 East Victoria Street
Dominguez Hills, California 90246

California State University - Fresno
Library
Fresno, California 93726

California State University - Fullerton
Library
800 North State College Boulevard
Fullerton, California 92634

Fullerton Junior College
Library
321 East Chapman Avenue
Fullerton, California 92634

California State University - Hayward
Library
25800 Hillary Street
Hayward, California 94542

University of California - La Jolla
University Library
La Jolla, California 92037

California State University - Long Beach
Library
6101 East 7th Street
Long Beach, California 90801

Southwest Regional Laboratory for Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

California State University - Los Angeles
John F. Kennedy Memorial Library
5175 State College Drive
Los Angeles, California 90032

ERIC Clearinghouse for Junior Colleges
University of California
96 Powell Library Building
Los Angeles, California 90024

University of Southern California
Library
University Park
Los Angeles, California 90007

California State University - Northridge
Library
18111 Nordhoff Street
Northridge, California 91324

Ambassador College
Library
300 West Green Street
Pasadena, California 91105

California State Polytechnic University - Pomona
Kellogg-Voorhis Library
3801 West Temple Avenue
Pomona, California 91766

San Mateo County Board of Education
Education Resources Center
333 Main Street
Redwood City, California 94063

University of California - Riverside
Library
Riverside, California 92507

California State College - Sonoma
Library
Rohnert Park, California 94928

California State Department of Education
721 Capitol Mall, Room 551
Sacramento, California 95814

California State University - Sacramento
Library
6000 Jay Street
Sacramento, California 95819

California State University - San Diego
Library
5402 College Avenue
San Diego, California 92115

July 1974

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ERIC MICROFICHE COLLECTIONS

San Diego County Department of Education
Superintendent of Schools
6401 Linda Vista Road
San Diego, California 92111

U.S. International University
Elliott Campus Library
8655 Pomerado Road
San Diego, California 92124

California State University - San Francisco
Library
1630 Holloway Avenue
San Francisco, California 94132

Far West Laboratory for Educational Research and Development
Library
1855 Folsom Street
San Francisco, California 94103

San Francisco Public Library
Larkin & Fulton Streets
San Francisco, California 94102

California State University - San Jose
Library
250 South Fourth Street
San Jose, California 95144

California State Polytechnic University - San Luis Obispo
Library
San Luis Obispo, California 93401

University of California - Santa Barbara
Serials Library
Santa Barbara, California 93106

ERIC Clearinghouse on Information Resources
Stanford University
Center for Research and Development in Teaching
Stanford, California 94305

University of the Pacific
Library
Stockton, California 95204

California State College - Stanislaus
Library
800 Monte Vista Avenue
Turlock, California 95380

Whittier College
13729 Earlham Drive
Whittier, California 92307

Colorado

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302

University of Colorado
Education Library
Boulder, Colorado 80302

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203

U.S. Office of Education/DHEW
Region VIII
Federal Building
19th & Stout Street
Denver, Colorado 80202

University of Denver
Library - Serials Department
Denver, Colorado 80210

Colorado State University
Library
Fort Collins, Colorado 80521

University of Northern Colorado
Library
Greeley, Colorado 80631

Western State College
Library
Gunnison, Colorado 81230

Northern Colorado Board of Cooperative Educational Services
Information Retrieval Center
830 South Lincoln
Longmont, Colorado 80501

Connecticut

University of Bridgeport
Library
Bridgeport, Connecticut 06602

Southern Connecticut State College
H. C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515

Connecticut Department of Education
Area Cooperative Educational Services
12 Village Street
North Haven, Connecticut 06473

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268

Capitol Region Education Council
443 Windsor Avenue
Windsor, Connecticut 06095

District of Columbia

American University
Library
318 Asbury Building
Washington, DC 20016

Catholic University of America
Library
Washington, DC 20017

Chaplain Corps Planning Group
Washington Navy Yard
Washington, DC 20016

D.C. Public Schools
Division of Planning Research and Evaluation
Research Information Center
415 12th Street, N.W., Room 1013
Washington, DC 20004

D.C. Teachers College
Library
Wilson Building
1100 Harvard Street, N.W.
Washington, DC 20009

Department of Health, Education, and Welfare
Department Library
Room 1436 North Building
330 Independence Avenue, S.W.
Washington, DC 20202

ERIC Clearinghouse on Higher Education
George Washington University
1 Dupont Circle N.W., Suite 630
Washington, DC 20036

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, DC 20036

Federal City College
Educational Materials Center
Graduate Division
Victor Building
724 Ninth Street, N.W.
Washington, DC 20001

Gallaudet College
Edward Miner Gallaudet Memorial Library
7th & Florida Avenue N.E.
Washington, DC 20002

Library of Congress
Microform Reading Room
First Street and Independence Avenue, S.E.
Main Building, Room 140-B
Washington, DC 20540

Library of Congress
Science Reading Room
First and Independence Avenue, S.E.
Annex, Room 5006
Washington, DC 20540

National Education Association
Research Division
1201 16th Street, N.W., Room 522
Washington, DC 20036

National Institute of Education
Education Research Library
1832 M Street N.W.
Washington, DC 20208

National Institute of Education
Education Branch Library
400 Maryland Avenue, S.W. Room A-038
Washington, DC 20202

U.S. Office of Education/DHEW
Bureau of Occupational and Adult Education
Regional Office Building, Rm. 5020
7th and D Streets, S.W.
Washington, DC 20202

Washington Technical Institute
4100 Conn. Avenue, N.W.
Washington, DC 20008

Delaware

Delaware State Department of Public Instruction
Departmental Library
John G. Townsend Building
Dover, Delaware 10091

ERIC MICROFICHE COLLECTIONS

Florida

Florida Atlantic University
Library
Boca Raton, Florida 33432

University of Miami
Otto G. Richter Library
Coral Gables, Florida 33124

Indian River Community College
Library
South 35th Street and Cortez Boulevard
Fort Pierce, Florida 33450

Broward County School Board
Materials Center
Ft. Lauderdale, Florida 33310

Nova University
Library
3301 College Avenue
Ft. Lauderdale, Florida 33314

University of Florida
Education Library
Norman Hall
Gainesville, Florida 32601

Duval County Schools
Educational Media Center
1741 Francis Street
Jacksonville, Florida 32209

Florida International University
Library - Serials Department
Tamiami Trail
Miami, Florida 33144

Miami-Dade Community College-South
South Campus Library-Periodicals
11011 S.W. 104th Street
Miami, Florida 33156

Miami-Dade Junior College
Periodical Department
11380 N.W. 27th Avenue
Miami, Florida 33167

Marion County Schools
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670

Florida Technological University
Library
Orlando, Florida 32816

University of West Florida
Library - Periodicals
Pensacola, Florida 32504

Florida State Department of Education
226 W. Jefferson Street
19 J & B Building
Tallahassee, Florida 32304

Florida State University
Library
Tallahassee, Florida 32306

University of South Florida
Library
Tampa, Florida 33606

Georgia

Albany Junior College
Library
2400 Gillionville Road
Albany, Georgia 31705

Georgia Southern College
Alma Center
Alma, Georgia 31510

Georgia Southwestern College
Library
Americus, Georgia 31709

University of Georgia
University Library
Athens, Georgia 30601

Georgia State Department of Education
156 Trinity Avenue S.W., Room 318
Atlanta, Georgia 30300

Georgia State University
Library
104 Decatur, S.E.
Atlanta, Georgia 30303

Oglethorpe College
Library
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319

Augusta College
Library - Serials Section
2500 Walton Way
Augusta, Georgia 30904

West Georgia College
Sanford Library
Carrollton, Georgia 30117

Columbus College
Library
Algonquin Drive
Columbus, Georgia 31907

North Georgia College
Library
Dahlonega, Georgia 30533

Fort Gordon
Woodworth Library, Building 33500
Fort Gordon, Georgia 30905

Georgia College
Library
Milledgeville, Georgia 31061

Berry College
Memorial Library
Mount Berry, Georgia 30149

Savannah State College
State College Branch
Library-Periodicals
Savannah, Georgia 31404

Georgia Southern College
Library
Statesboro, Georgia 30458

Valdosta State College
Richard H. Powell Library
Valdosta, Georgia 31601

Hawaii

University of Hawaii
Library
2550 The Mall
Honolulu, Hawaii 96822

Church College of Hawaii
Ralph E. Woolley Library
Laie, Oahu, Hawaii 96762

Idaho

Idaho State Department of Education
200 State Office Building
650 W. State Street
Boise, Idaho 83702

Idaho State University
Library
Pocatello, Idaho 83201

Illinois

Southern Illinois University
Library - Serials Department
Carbondale, Illinois 62901

Eastern Illinois University
Booth Library
Charleston, Illinois 61920

Loyola University
Julia D. Lewis Library
820 North Michigan, Room 1200
Chicago, Illinois 60626

Northeastern Illinois State University
Library (CICS)
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

U.S. Office of Education/DHEW
Region V
226 West Jackson Boulevard
Chicago, Illinois 60607

University of Chicago
Library - Serials Records Department
Chicago, Illinois 60637

University of Illinois at Chicago Circle
Library
Chicago, Illinois 60680

ERIC Clearinghouse in Career Education
Northern Illinois University
204 Gabel Hall
DeKalb, Illinois 60115

Northern Illinois University
Swen Franklin Parson Library
DeKalb, Illinois 60115

Southern Illinois University
Lovejoy Library
Edwardsville, Illinois 62025

National College of Education
Library
2840 Sheridan Road
Evanston, Illinois 60201

Northwestern University
Library
Evanston, Illinois 60201

Western Illinois University
Memorial Library
Macomb, Illinois 61455

Illinois State University
Library - Serials Department
Normal, Illinois 61761

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

ERIC MICROFICHE COLLECTIONS

Governors State University
University Library
Park Forest South, Illinois 60466

Bradley University
Library
1501 West Bradley Avenue
Peoria, Illinois 61606

Concordia Teachers College
Klinck Memorial Library
7400 Augusta Street
River Forest, Illinois 60305

Illinois Department of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Sangamon State University
Library - Documents Department
Springfield, Illinois 62708

ERIC Clearinghouse on Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

University of Illinois
Library - Documents Division
Urbana, Illinois 61801

Indiana

Indiana University
School of Education Library
Bloomington, Indiana 47401

School Research Information Service (SRIS)
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

Saint Francis College
Library
2701 Spring Street
Fort Wayne, Indiana 46808

Purdue University
Library - Serials Unit
Lafayette, Indiana 47907

Ball State University
Library
Muncie, Indiana 47306

University of Notre Dame
Memorial Library
Notre Dame, Indiana 46556

Indiana State University
Cunningham Memorial Library
Terre Haute, Indiana 47809

Iowa

Iowa State University
Library - Government Documents Department
Ames, Iowa 50010

University of Northern Iowa
Library - Serials
Cedar Falls, Iowa 50613

Drake University
Cowles Library
28th and University
Des Moines, Iowa 50311

Iowa State Department of Public Instruction
Library
Grimes State Office Building
Des Moines, Iowa 50319

American College Testing Program
Library
Iowa City, Iowa 52240

University of Iowa
Library
Iowa City, Iowa 52240

Kansas

Kansas State Teachers College
William Allen White Library
Emporia, Kansas 66801

Fort Hays Kansas State College
Forsyth Library
Hays, Kansas 67601

University of Kansas
Library
Periodicals Section
Lawrence, Kansas 66044

Kansas State University
Library
Manhattan, Kansas 66502

Johnson County Community College
Educational Media Center
111th and Quivira Road
Overland Park, Kansas 66210

Kansas State Department of Education
120 E. 10th Street
Topeka, Kansas 66612

Wichita State University
University Library
Wichita, Kansas 67208

Kentucky

Western Kentucky University
Margie Helm Library
Bowling Green, Kentucky 42101

Kentucky Department of Education
Professional Library, ERIC Center
State Office Building
Frankfort, Kentucky 40601

Northern Kentucky State College
Library
Louis B. Nunn Road
Highland Heights, Kentucky 41076

University of Kentucky
Margaret I. King Library
Government Documents Department
Lexington, Kentucky 40506

University of Louisville
Main Library
Belknap Campus
Louisville, Kentucky 40208

Morehead State University
Johnson Camden Library
Morehead, Kentucky 40351

Murray State University
Murray, Kentucky 42071

Eastern Kentucky University
John Grant Crabbe Library
Richmond, Kentucky 40478

Louisiana

Louisiana State University
Library - Social Science Division
Baton Rouge, Louisiana 70803

Louisiana State Department of Education
626 N. Fourth Street
Baton Rouge, Louisiana 70804

Southeastern Louisiana University
Sims Memorial Library
Hammond, Louisiana 70401

University of Southwestern Louisiana
Dupre Library
Lafayette, Louisiana 70501

Northeast Louisiana State University
Sandel Library
Monroe, Louisiana 71201

Louisiana State University in New Orleans
Earl K. Long Library
Lake Front
New Orleans, Louisiana 70122

Nicholls State University
Library
Thibodaux, Louisiana 70301

Maine

Maine State Department of Education
Planning and Evaluation, ERIC Office
State House
Augusta, Maine 04330

University of Maine
Raymond H. Fogler Library
Orono, Maine 04473

Maryland

Johns Hopkins University
Milton S. Eisenhower Library
Baltimore, Maryland 21218

Loyola College
Library
4501 North Charles Street
Baltimore, Maryland 21210

Maryland State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

ERIC MICROFICHE COLLECTIONS

Towson State College
Albert S. Cook Library - Serials
Baltimore, Maryland 21204

ERIC Processing and Reference Facility
Operations Research Inc., Information Systems Division
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Bowie State College
Graduate Division
Library
Bowie, Maryland 20715

University of Maryland
College of Education, Room 0102
College Park, Maryland 21210

University of Maryland
McKeldin Library
Serials Division
College Park, Maryland 20742

Montgomery County Public Schools
Educational Materials Laboratory
850 Hungerford Drive, Room A-41
Rockville, Maryland 20850

Salisbury State College
Blackwell Library
Salisbury, Maryland 21801

Western Maryland College
Library
Westminster, Maryland 21157

Massachusetts

University of Massachusetts
Graduate Research Center
Library
Amherst, Massachusetts 01002

Career Education Document Information System (CEDIS)
57 River Road
Andover, Massachusetts 01810

Boston Public Library
66 Boyl Street
Boston, Massachusetts 02117

Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Massachusetts Department of Education
Department Library
182 Tremont Street, 11th Floor
Boston, Massachusetts 02111

Northeastern University
Library
360 Huntington Avenue
Boston, Massachusetts 02115

U.S. Office of Education/DHEW
Region I
John Fitzgerald Kennedy Federal Building
Boston, Massachusetts 02203

Bridgewater State College
Maxwell Library
Bridgewater, Massachusetts 02740

Northeastern University
Suburban Campus
Burlington, Massachusetts 01803

Harvard University
Graduate School of Education
Monroe C. Gutman Library
Cambridge, Massachusetts 02138

New England Resources Center For Occupational Education
44 Battle Street
Cambridge, Massachusetts 02138

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Boston College
Library
Chestnut Hill
Massachusetts 02167

Fitchburg State College
Library
Fitchburg, Massachusetts 01420

Framingham State College
Henry Whittemore Library
Framingham, Massachusetts 01701

Lowell State College
Library
Rolfe Street
Lowell, Massachusetts 01854

Tufts University
Wessell Library
Medford, Massachusetts 02155

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Quincy Public Schools
Department of Library Services
Quincy, Massachusetts 02169

Springfield College
Library
Alden Street
Springfield, Massachusetts 01109

Westfield State College
Library
Westfield, Massachusetts 01085

Michigan

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, Michigan 48104

University of Michigan
General Library
Ann Arbor, Michigan 48104

Andrews University
James White Library
College Station
Berrin Springs, Michigan 49104

University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn, Michigan 48128

Detroit Board of Education
Professional Library
1032 School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202

Wayne State University
General Library - Education Division
Detroit, Michigan 48202

Michigan State University
Library - Serials Department
East Lansing, Michigan 48823

Genesee Community College
Charles Stewart Mott Library
1401 E. Court Street
Flint, Michigan 48503

Western Michigan University
Dwight B. Waldo Library
Kalamazoo, Michigan 49001

Michigan Department of Education
Library
735 E. Michigan Avenue
Lansing, Michigan 48933

Northern Michigan University
Marquette, Michigan 49855

Central Michigan University
Library - Documents Section
Mount Pleasant, Michigan 48858

Oakland Schools
Resource Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Oakland University
Kresge Library
Rochester, Michigan 48063

Eastern Michigan University
Library
Ypsilanti, Michigan 48197

Minnesota

Bemidji State College
Bemidji, Minnesota 55601

Mankato State College
Memorial Library
Maywood & Ellis Street
Mankato, Minnesota 56001

University of Minnesota
Library - Serials Records Divison
Minneapolis, Minnesota 55455

Moorhead State College
Library - Serials Department
Moorhead, Minnesota 56560

St. Cloud State College
Library
St. Cloud, Minnesota 56301

College of St. Thomas
O'Shaughnessy Library
Summit and Cleveland
St. Paul, Minnesota 55101

Winona State College
Maxwell Library
Winona, Minnesota 55987

Mississippi

Delta State College
Library
Cleveland, Mississippi 38732

Mississippi State College for Women
J. C. Fant Library
Columbus, Mississippi 39701

ERIC MICROFICHE COLLECTIONS

University of Southern Mississippi
Library
Hattiesburg, Mississippi 39401

Mississippi State University
Mitchell Memorial Library
State College, Mississippi 39762

University of Mississippi
Library
University, Mississippi 38677

Missouri

Southeast Missouri State College
Kent Library
Cape Girardeau, Missouri 63701

University of Missouri - Columbia
University Library
Columbia, Missouri 65201

Missouri State Department of Education
Jefferson Building
Jefferson City, Missouri 65101

Missouri Southern College
Library
Newman and Duquesne Road
Joplin, Missouri 64801

Mid-Continent Regional Education Laboratory
Resource Center
104 E. Independence Avenue
Kansas City, Missouri 64106

U.S. Office of Education /DHEW
Region VII
601 East 12th Street
Kansas City, Missouri 64106

University of Missouri
General Library
Kansas City, Missouri 64110

Northeast Missouri State University
Pickler Memorial Library
Kirksville, Missouri 63501

Southwest Missouri State College
Library
Springfield, Missouri 65802

Central Midwestern Regional Educational Laboratory
3120 59th Street
St. Louis, Missouri 63139

St. Louis Board of Education
Library Services Center
1100 Farrar Street
St. Louis, Missouri 63107

University of Missouri
St. Louis Campus
Library - Documents Section
8001 Natural Bridge Road
St. Louis, Missouri 63121

Washington University
Library
Audio-visual Department
St. Louis, Missouri 63130

Central Missouri State College
Ward Edwards Library
Warrensburg, Missouri 64093

Montana

Eastern Montana College
Library
Billings, Montana 59101

Montana State University
Library
Bozeman, Montana 59715

Northern Montana College
Library
Havre, Montana 59501

Nebraska

Chadron State College
Reta King Library
Chadron, Nebraska 69227

Kearney State College
Library
Kearney, Nebraska 68847

University of Nebraska
Library
Lincoln, Nebraska 68508

University of Nebraska at Omaha
Gene Eppley Library
Omaha, Nebraska 68101

Wayne State College
Library
Wayne, Nebraska 68787

Nevada

University of Nevada - Las Vegas
Library
Las Vegas, Nevada 89109

University of Nevada
Library
Reno, Nevada 89507

New Hampshire

New Hampshire ESEA Title III
64 North Main Street
Concord, New Hampshire 03301

Twin State Educational Information System
Department of Education
105 Loudon Road
Concord, New Hampshire 03301

University of New Hampshire
Library
Durham, New Hampshire 03824

Plymouth State College of the University of New Hampshire
Lamson Library
Plymouth, New Hampshire 03264

New Jersey

New Jersey Residential Manpower Center
Occupational Research Center, Building 871
Camp Kilmer
Edison, New Jersey 08817

Glassboro State College
SEIMC
Savitz Library
Glassboro, New Jersey 08028

Jersey City State College
Forrest A. Irwin Library
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Rutgers University
Library
New Brunswick, New Jersey 08901

Phillipsburg Free Public Library
Phillipsburg, New Jersey 08865

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Monmouth County Library
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, New Jersey 07701

Rider College
Library
2083 Lawrenceville Road
Trenton, New Jersey 08602

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, New Jersey 08625

Newark State College
Library
Morris Ave
Union, New Jersey 07083

Montclair State College
Harry A. Sprague Library
Upper Montclair, New Jersey 07042

William Paterson State College
Library
300 Pompton Road
Wayne, New Jersey 07470

New Mexico

Southwestern Cooperative Educational Laboratory, Inc.
229A Truman, N. E.
Albuquerque, New Mexico 87108

University of New Mexico
Zimmerman Library - Serials Department
Albuquerque, New Mexico 87106

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88003

New Mexico State University
Library
Las Cruces, New Mexico 88001

New Mexico Highlands University
Donnelly Library
Las Vegas, New Mexico 87701

New Mexico State Library
300 Don Gaspar
Sante Fe, New Mexico 87501

Western New Mexico University
Silver City, New Mexico 88061

ERIC MICROFICHE COLLECTIONS

New York

New York State Library
State Education Building
Albany, New York 12224

SUNY State University at Albany
1400 Washington Avenue
Albany, New York 12222

Board of Cooperative Educational Services
6 South Street
Belmont, New York 14813

SUNY College at Brockport
Library
Brockport, New York 14420

Fordham University
Library
Bronx, New York 10458

James Monroe High School
1300 Boynton Avenue
Bronx, New York 10472

Lehman College
Library
Bedford Park Boulevard West
Bronx, New York 10468

City University of New York
Brooklyn College Library
Serials Section
Brooklyn, New York 11210

SUNY College at Buffalo
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222

SUNY State University at Buffalo
Lockwood Library
Buffalo, New York 14214

Board of Cooperative Educational Services
Service Center
455 Cuyuga Road
Cheektowaga, New York 14225

SUNY College at Cortland
Teaching Materials Center
Education Building, D-206
Cortland, New York 13045

Queens College
Paul Klapper Library
Flushing, New York 11367

SUNY College at Fredonia
Library
Fredonia, New York 14063

Adelphi University
Library
Garden City, New York 11530

SUNY College at Geneseo
Milne Library
Geneseo, New York 14454

Long Island University
C. W. Post Center
Library
Greenvale, New York 11548

Hofstra University
Library
Hempstead, New York 11550

Cornell University
Albert R. Mann Library
Ithaca, New York 14850

Queensborough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432

La Guardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Board of Cooperative Educational Services
County Route 64
Mexico, New York 13114

Essex, Hamilton, Warren & Washington County Areas
Educational Center
Mineville, New York 12956

SUNY College at New Paltz
Library
New Paltz, New York 12561

College of New Rochelle
Library
New Rochelle, New York 10801

Bank Street College of Education
Library
610 West 112th Street
New York, New York 10025

Baruch College
Library - Serials Division
156 E. 25th Street
New York, New York 10010

City University of New York
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, New York 10031

City University of New York
Graduate Studies Division Library
33 W. 42nd Street
New York, New York 10036

Columbia University
Teachers College Library
525 W. 120th Street
New York, New York 10027

ERIC Clearinghouse on the Disadvantaged
Columbia University, Teachers College
525 West 120th Street
New York, New York 10027

ERIC Clearinghouse on Reading and Communication Skills
Speech Communication Association
Suite 59, Office Floor
Statler Hilton Hotel
New York, New York 10011

Hunter College
Library
695 Park Avenue
New York, New York 10021

New York Public Library
8 E. 40th Street
New York, New York 10016

New York University
Microform Center
70 Washington Square South
New York, New York 10013

U.S. Office of Education/DHEW
Region II
Federal Building C-Room 1013
26 Federal Plaza
New York, New York 10007

John Coutts Library Services, Inc.
923 Ontario Avenue
Niagara Falls, New York 14305

New York Institute of Technology
Library
Wheatley Road
Old Westbury, New York 11568

SUNY College at Old Westbury
Library
Old Westbury, New York 11568

SUNY College at Oneonta
James M. Milne Library
Oneonta, New York 13820

SUNY College at Oswego
Penfield Library
Oswego, New York 13126

Board of Cooperative Educational Services
Suffolk County Regional Center
201 Sunrise Highway
Patchogue, New York 11772

Board of Cooperative Educational Services
John W. Harrold Education Center
Plattsburgh, New York 12901

SUNY College at Plattsburgh
Plattsburgh, New York 12901

SUNY College at Potsdam
Frederic W. Crumb Memorial Library
Potsdam, New York 13676

University of Rochester
Library
Rochester, New York 14627

Richmond College
Library
130 Stuyvesant Place
Staten Island, New York 10301

Wagner College
Horrman Library
Staten Island, New York 10301

SUNY State University at Stony Brook
Library
Stony Brook, New York 11790

City School District
910 Erie Boulevard, East
Syracuse, New York 13210

Syracuse University
Library
Carnegie Building, Room 210
Syracuse, New York 13210

Board of Cooperative Educational Services
Mohawk Region Planning Center
Spring Road
Verona, New York 13470

Nassau Board of Cooperative Educational Services
Educational Resource Center
Research Library
1196 Prospect Avenue
Westbury, New York 11590

Board of Cooperative Educational Services
Curriculum Research Center
Pinesbridge Road
Yorktown Heights, New York 10598

July 1974

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ERIC MICROFICHE COLLECTIONS

North Carolina

Appalachian State University
Library
Boone, North Carolina 28607

University of North Carolina
Library - Serials Section
Chapel Hill, North Carolina 27514

Charlotte-Mecklenburg Schools
Curriculum Resources Center
Charlotte, North Carolina 28201

University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28213

Western Carolina University
Hunter Library
Cullowhee, North Carolina 28723

National Laboratory for Higher Education
Mutual Plaza
Durham, North Carolina 27701

Regional Education Laboratory of the Carolinas and Virginia
411 W. Chapel Hill Street
Durham, North Carolina 27701

University of North Carolina at Greensboro
Walter Clinton Jackson Library
Greensboro, North Carolina 27412

East Carolina University
Library
Greenville, North Carolina 27834

North Carolina State Department of Public Instruction
Research and Information Center
Education Building, Room 594
Raleigh, North Carolina 27603

North Carolina State University
D.H. Hill Library
Raleigh, North Carolina 27607

North Dakota

University of North Dakota
Chester Fritz Library
ERIC Center
Grand Forks, North Dakota 58201

Ohio

University of Akron
University Library
Akron, Ohio 44304

Ohio University
Library - Serials Department
Athens, Ohio 45701

Bowling Green State University
Library - Serials Department
Bowling Green, Ohio 43403

University of Cincinnati
Main Campus Library
Serials Division
Cincinnati, Ohio 45221

Cleveland State University
Library - Serials
Euclid Avenue at E. 24th Street
Cleveland, Ohio 44115

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1800 Cannon Drive
Columbus, Ohio 43210

Ohio Education Association
Professional Development Division
225 East Broad Street
Columbus, Ohio 43215

Ohio State Department of Education
781 Northwest Boulevard
Columbus, Ohio 43212

Ohio State University
Library - Serials Division
1858 Neil Avenue
Columbus, Ohio 43210

Ohio State University
Library
2009 Millikin Road
Columbus, Ohio 43210

Wright State University
Library
Colonel Glenn Highway
Dayton, Ohio 45431

Kent State University
Library
Kent, Ohio 44242

Miami University
Alumni Library
Oxford, Ohio 45056

University of Toledo
Library
Toledo, Ohio 43606

Central State University
Wilberforce, Ohio 45384

Youngstown State University
Library
410 Wick Avenue
Youngstown, Ohio 44503

Oklahoma

East Central State College
Library
Ada, Oklahoma 74820

Central State University
Library - ERIC Office
Edmond, Oklahoma 73034

University of Oklahoma
Library
401 W. Brooks, Room 130
Norman, Oklahoma 73069

Oklahoma State Regents for Higher Education
State Capitol Station
Oklahoma City, Oklahoma 73105

Oklahoma State University
Library - Serials Section
Stillwater, Oklahoma 74074

Northeastern State College
Tahlequah, Oklahoma 74464

University of Tulsa
McFarlin Library
Tulsa, Oklahoma 74104

Southwestern State College
Library
Weatherford, Oklahoma 73096

Oregon

Southern Oregon College
Library
1250 Siskiyou Boulevard
Ashland, Oregon 97520

Oregon State University
William Jasper Kerr Library
Corvallis, Oregon 97331

ERIC Clearinghouse on Educational Management
University of Oregon
Library - South Wing
Eugene, Oregon 97403

Northwest Regional Educational Laboratory
400 Lindsay Building
Portland, Oregon 97204

Portland State College
Library
Portland, Oregon 97297

Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97303

Oregon State Library
State Library Building
Salem, Oregon 97310

Pennsylvania

Bloomsburg State College
College Library
Bloomsburg, Pennsylvania 17815

California State College
California, Pennsylvania 15419

Cheyney State College
L. P. Hill Library
Cheyney, Pennsylvania 19319

Clarion State College
Library
Clarion, Pennsylvania 16214

East Stroudsburg State College
Kemp Library
East Stroudsburg
Pennsylvania 18301

Edinboro State College
Hamilton Library
Edinboro, Pennsylvania 16412

Pennsylvania State Library
Bureau of Technical Services
Education Building, Room 46
Harrisburg, Pennsylvania 17126

Indiana University of Pennsylvania
Library
Indiana, Pennsylvania 15701

ERIC MICROFICHE COLLECTIONS

Regional Resources Center of Eastern Pennsylvania for Special Education
443 S. Gulph Road
King of Prussia
Pennsylvania 19406

Research and Information Services for Education (RISE)
198 Allendale Road
King of Prussia
Pennsylvania 19406

Kutztown State College
Kutztown, Pennsylvania 19530

Lock Haven State College
Lock Haven, Pennsylvania 17745

Mansfield State College
Library
Mansfield, Pennsylvania 16933

Pennsylvania State University
Library
Capitol Campus
Middletown, Pennsylvania 17057

Millersville State College
Ganser Library
Millersville, Pennsylvania 17551

Bucks County Community College
Library - Swamp Road
Newtown, Pennsylvania 18940

Research for Better Schools, Inc.
Library
1700 Market Street
Philadelphia, Pennsylvania 19103

Saint Joseph's College
Library
City Avenue at 54th Street
Philadelphia, Pennsylvania 19131

School District of Philadelphia
Pedagogical Library
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103

Temple University
Library - Serials Section
Philadelphia, Pennsylvania 19122

U.S. Office of Education/DHEW
Region III
401 N. Broad Street
Philadelphia, Pennsylvania 19108

University of Pittsburgh
Hillman Library
Central Serials, Continuations
Pittsburgh, Pennsylvania 15213

Shippensburg State College
Library
Shippensburg, Pennsylvania 17257

Slippery Rock State College
Maltby Library
Slippery Rock, Pennsylvania 16057

Pennsylvania State University
Pattee Library
University Park
Pennsylvania 16802

West Chester State College
Francis Harvey Green Library
West Chester, Pennsylvania 19380

King's College
D. Leonard Corgan Library
Wilkes-Barre, Pennsylvania 18711

Wilkes College
Eugene Shedden Farley Library
Franklin at South Street
Wilkes-Barre, Pennsylvania 18703

Rhode Island

University of Rhode Island
Library
Kingston, Rhode Island 02881

Rhode Island College
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

South Carolina

Charleston County School District
Division of Instruction
3 Chisolm St
Charleston, South Carolina 29401

Citadel Military College
Library
Charleston, South Carolina 29409

Clemson University
Library
Clemson, South Carolina 29631

South Carolina State Library
1500 Senate Drive
Columbia, South Carolina 29201

Darlington County School District
Information and Publication Center
255 Blue Street
Darlington, South Carolina 29532

South Carolina State College
Miller F. Whittaker Library
Orangeburg, South Carolina 29115

Winthrop College
Da Cus Library
Rockhill, South Carolina 29730

South Dakota

South Dakota State Library Commission
322 South Fort Street
Pierre, South Dakota 57501

University of South Dakota
I.D. Weeks Library
Vermillion, South Dakota 57069

Tennessee

Tennessee Technological University
Jere Whitson Memorial Library
Cookeville, Tennessee 38501

East Tennessee State University
Library
Johnson City, Tennessee 37601

University of Tennessee
Research Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916

Memphis State University
John Brister Library
Memphis, Tennessee 38111

Middle Tennessee State University
Library
Murfreesboro, Tennessee 37130

Joint University Libraries
Nashville, Tennessee 37203

University of Tennessee at Nashville
Library
323 McLemore Avenue
Nashville, Tennessee 37203

Texas

Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78701

Texas Education Agency
Resource Center, Library
201 East 11th Street
Austin, Texas 78711

Texas Information Service
Education Service Center
Region XIII
6504 Tracor Lane
Austin, Texas 78700

University of Texas
Library
Austin, Texas 78712

Lamar University
Beaumont, Texas 77710

West Texas State University
Library
Canyon, Texas 79015

Texas A & M University
Library - Serials Records
College Station, Texas 77843

East Texas State University
Library
Commerce, Texas 75428

Texas A & I University at Corpus Christi
Library
Corpus Christi, Texas 78411

Dallas Public Library
1954 Commerce Street
Dallas, Texas 75202

U.S. Office of Education/DHEW
Region VI
1114 Commerce Street
Dallas, Texas 75202

University of Texas at Dallas
Library
Dallas, Texas 75230

North Texas State University
Library
Denton, Texas 76203

Texas Woman's University
Library
Denton, Texas 76201

Pan American College
Library
Edinburg, Texas 78539

ERIC MICROFICHE COLLECTIONS

Education Service Center
Region XIX
6611 Boeing Street
El Paso, Texas 79925

University of Texas at El Paso
Library-Reference Office
El Paso, Texas 79968

University of Houston
Library
Cullen Boulevard
Houston, Texas 77004

Sam Houston State University
Library
Huntsville, Texas 77340

Texas A & I University at Kingsville
Library
Kingsville, Texas 78363

Texas A & I University at Laredo
Library
Laredo, Texas 78040

Education Service Center
Region XVII
713 Citizens Tower
Lubbock, Texas 79401

Texas Technological University
Library
Lubbock, Texas 70409

Education Service Center
Region VIII
100 North Riddle Street
Mount Pleasant, Texas 75455

Stephen F. Austin State University
Library
Nacogdoches, Texas 75961

Ector County Independent School District
Curriculum Library
Odessa, Texas 79760

University of Houston at Clear Lake City
Library
945 E. Shaw
Pasadena, Texas 77502

Education Service Center
Region X
Richardson, Texas 75080

Our Lady of the Lake College
Library
San Antonio, Texas 78285

University of Texas at San Antonio
4242 Piedras East
San Antonio, Texas 78228

Southwest Texas State University
Library
San Marcos, Texas 78666

Texarkana College
Palmer Memorial Library
Texarkana, Texas 75501

Baylor University
1919 South First Street
Waco, Texas 76708

Education Service Center
Region IX
3014 Old Seymour Road
Wichita Falls, Texas 76309

Utah

Utah State University
Merrill Library
Logan, Utah 84321

Weber State College
Ogden, Utah 84403

Brigham Young University
Library
Provo, Utah 84601

University of Utah
Library
Salt Lake City, Utah 84112

Utah State Board of Education
Technical Assistance Reference Center
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Vermont

Twin State Educational Information System
Vermont State Department of Education
Montpelier, Vermont 05602

Virginia

Alexandria City Schools
Nichols Memorial Professional Library
3330 King Street
Alexandria, Virginia 22313

Arlington County Public Schools
Professional Library
1426 N. Quincy Street
Arlington, Virginia 22207

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Virginia Polytechnic Institute
Library
Blacksburg, Virginia 24061

University of Virginia
Alderman Library
Charlottesville, Virginia 22901

George Mason University
Library
Fairfax, Virginia 22030

Fairfax County Public Schools
James Lee Media Center
Professional Library
2855 Annandale Road
Falls Church, Virginia 22042

Madison College
Madison Memorial Library
Harrisonburg, Virginia 22802

Old Dominion University
Hughes Library
Norfolk, Virginia 23508

Virginia State College
Johnston Memorial Library
Petersburg, Virginia 23803

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091

Virginia Polytechnic Institute and State University
Reston Reserve Library
12100 Sunset Hills Road
Reston, Virginia 22070

Virginia Commonwealth University
James Branch Cabell Library
901 Park Avenue
Richmond, Virginia 23220

Virginia State Board of Education
1312 E. Grace Street
Room 224
Richmond, Virginia 23216

College of William and Mary
Earl Gregg Swen Library
Williamsburg, Virginia 23185

Washington

Bellevue School District No. 405
310 - 102nd Avenue, N. E.
Bellevue, Washington 98004

Western Washington State College
Wilson Library
Bellingham, Washington 98225

Eastern Washington State College
Library
Cheney, Washington 99004

Central Washington State College
Victor J. Bowllon Library
Ellensburg, Washington 98926

Superintendent of Public Instruction
Library
Old Capitol Building
Olympia, Washington 98501

Intermediate School District No. 103
1600 North Chase, Suite L
Pasco, Washington 99002

Washington State University
Library
Pullman, Washington 99163

Seattle School District No. 1
Planning Research and Evaluation Unit
815 Fourth Avenue N.
Seattle, Washington 98109

U.S. Office of Education/DHEW
Region X
Arcade Plaza Building
1319 Second Avenue
Seattle, Washington 98101

University of Washington
Library
Seattle, Washington 98105

West Virginia

Bluefield State College
Library
Bluefield, West Virginia 24701

ERIC MICROFICHE COLLECTIONS

Appalachia Educational Laboratory, Inc.
Research and Evaluation Division
Charleston, West Virginia 25325

West Virginia State Department of Education
Capitol Building
Charleston, West Virginia 25305

Glenville State College
Robert F. Kidd Library
Glenville, West Virginia 26351

West Virginia College of Graduate Studies
Hill Hall
Institute, West Virginia 25112

West Virginia University
Library
Morgantown, West Virginia 26506

Wisconsin

Wisconsin State University - Eau Claire
William D. Mcintyre Library
Eau Claire, Wisconsin 54701

University of Wisconsin - Parkside
Library
Wood Road
Kenosha, Wisconsin 53140

University of Wisconsin - La Crosse
Murphy Library
1631 Pine Street
La Crosse, Wisconsin 54601

Madison Public Schools
Educational Reference Library
545 West Dayton Street
Madison, Wisconsin 53703

University of Wisconsin - Madison
1000 Bascom Mall
154 Education Building
Madison, Wisconsin 53706

Wisconsin Board of Vocational Technical and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53703

Wisconsin Department of Public Instruction
Professional Library
3030 Darbo Drive
Madison, Wisconsin 53714

University of Wisconsin - Stout
Robert L. Pierce Library
Menomonie, Wisconsin 54751

University of Wisconsin - Milwaukee
Library
2500 E. Kenwood Boulevard
Milwaukee, Wisconsin 53211

University of Wisconsin - Oshkosh
Forrest R. Polk Library
Oshkosh, Wisconsin 549901

Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

University of Wisconsin - Platteville
Library - Serials
725 West Main Street
Platteville, Wisconsin 53818

University of Wisconsin - River Falls
Chalmer Davie Library
River Falls, Wisconsin 54022

University of Wisconsin - Superior
Hill Library
Superior, Wisconsin 54880

Wisconsin State University - White Water
Library
White Water, Wisconsin 53190

Wyoming

Wyoming State Department of Education
Capitol Building
Cheyenne, Wyoming 82001

FOREIGN

Australia

National Library of Australia
Canberra, ACT 2600
Australia

Macquarie University
Library
North Ryde
New South Wales 2113
Australia

Monash University
Library
Clayton, Victoria 3168
Australia

Western Australian Institute of Technology
Library
Hayman Road
Bentley, West Australia 6102
Australia

Canada

Calgary School Board
Library Service Centre
3610 9th Street, S.E.
Calgary, Alberta T2G 3C5
Canada

University of Calgary
Library - Government Publications
2920 24th Avenue, N.W.
Calgary, Alberta T2P 1N4
Canada

University of Alberta
Library
Edmonton, Alberta T6G 2E1
Canada

University of Lethbridge
Library
Lethbridge, Alberta T1K 3M4
Canada

University of British Columbia
Library - Government Publications
Vancouver 8, British Columbia
Canada

University of Victoria
McPherson Library
Victoria, British Columbia
Canada

Department of Youth and Education
Library
1181 Portage Avenue, Room 206
Winnipeg, Manitoba R3G 0T3
Canada

University of Manitoba
Elizabeth Dafoe Library
Periodical Department
Winnipeg, Manitoba R3E 02W
Canada

Universite de Moncton
Bibliotheque Champlain
Moncton, New Brunswick
Canada

Memorial University of Newfoundland
Education Library
St. John's, Newfoundland
Canada

ERIC MICROFICHE COLLECTIONS

Nova Scotia Teachers College
Library
Truro, Nova Scotia
Canada

University of Guelph
Guelph, Ontario N1G 2W1
Canada

Queen's University
Library
Faculty of Education
Duncan McArthur Hall
Kingston, Ontario K7L 3N6
Canada

University of Western Ontario
General Library
Lawson Memorial Building
London, Ontario N6A 3K7
Canada

National Library of Canada
395 Wellington Street
Ottawa, Ontario K1A 0N4
Canada

University of Ottawa
Central Library
Ottawa, Ontario K1N 6N5
Canada

Board of Education - Toronto
Education Centre
Library
155 College Street
Toronto, Ontario M5T 1P6
Canada

Ontario Institute for Studies in Education
Library
252 Bloor Street, West
Toronto, Ontario M5S 1V5
Canada

Toronto Metropolitan Separate School Board
Professional Library
146 Laird Drive
Toronto, Ontario M4G 3V8
Canada

Borough of North York
F.W. Minkler Library
Educational Administration Centre
5050 Yonge Street
Willowdale, Ontario M2N 5N8
Canada

Ministere de l'Education
Centre de Documentation
Service des Moyens Techniques d'Enseignement
655 Rue Parthenais
Montreal, Quebec H2K 3R7 Canada

McGill University
Library
3459 McTavish Street
Montreal 101, Quebec
Canada

Montreal Department of Education
Biliotheque de l'Universite de Quebec
1180 Rue de Montreal
Montreal 111, Quebec
Canada

Sir George Williams University
Library
Montreal 25, Quebec
Canada

Universite de Quebec
Bibliotheque
Department of Education
1180 Rue Bleury
Montreal 111, Quebec
Canada

Universite de Montreal
Bibliotheque
Faculte Des Sciences de l'Education
Montreal 101, Quebec
Canada

Universite Laval
Bibliotheque Generale
Quebec 10, Quebec
Canada

Universite de Sherbrooke
Bibliotheque
Sherbrooke, Quebec
Canada

University of Saskatchewan
Library
Regina Campus
Regina, Saskatchewan S7N 0W0
Canada

University of Saskatchewan
Library
Saskatoon, Saskatchewan S7N 0W0
Canada

Denmark

State Library of Pedagogics and Child Psychology
Leroso Parkalle 101
DK 2100
Copenhagen V.
Denmark

England

National Lending Library for Science and Technology
Boston Spa, Yorkshire
England

Germany

U.S. Dependent Schools
European Area
Superintendents Office
Karlsruhe
Germany

Padagogisches Zentrum
Bibliothek
Berliner Str. 40/41
1 Berlin 31
Germany

Guam

University of Guam
Agana, Guam 96910
Guam

Japan

Kinokuniya Book Store Co., Ltd.
826 Tsunohazu 1-chome
Shinjuku Ku Tokyo 160-91
Japan

Mexico

Servicio Nacional (ARMO)
Centro de Informacion Tecnica Y Documentacion
Calz. Atzcapotzalco La Villa 209
Mexico 16, D.F.
Mexico

Netherlands

Bernard Van Leer Foundation
Koninginnegracht 52
The Hague
Netherlands

Norway

Universitetbiblioteket 1 Oslo
Royal University Library
Drammensveien 42
Oslo 2
Norway

Puerto Rico

Catholic University of Puerto Rico
Encarnacion Valdes Library
Ponce, Puerto Rico 00731

Puerto Rico Department of Education
Research Coordinating Units
Tres Monjitas
Hato Rey, Puerto Rico 00931

University of Puerto Rico
Biblioteca General
Rio Piedras, Puerto Rico 00931

Sweden

Statens Psykologisk Pedagogiska
Bibliotek
Stockholm 23
Sweden

Switzerland

UNESCO
International Bureau of Education
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